



WELCOME TO

MORPHEME MAGIC

Sample Content

- **Overview** of how to use Morpheme Magic in the classroom
- **Lesson Details** – a visual guide that calls out key features of the lesson to help you get started quickly
- **Scope and Sequence**
- **Sample Lesson Schedule** highlighting the importance of repetition and engagement
- **3 Sample Lessons** covering suffix, prefix, and Latin roots, with the corresponding **Magic Wall Card** and **Assessment** for each lesson



HOW TO USE MORPHEME MAGIC IN THE CLASSROOM

Morpheme Magic consists of 53 lessons for grades 4-12 that include prefixes, suffixes, Latin roots, and two Greek combining forms. The morphemes were chosen to help develop morphological awareness of the most common morphemes used to construct English words and found in academic text (Lane, Gutlohn, & Dijk, 2019).

The lessons begin with the suffixes because inflectional suffixes are the first morphemes students generally become aware of. Plurals, past tense -ed, -ing are some of the early morphemes included in decoding and encoding skills sequences. These are also the morphemes that require spelling review of the double it, change it, and drop it rules over several years.

Because morphology is best taught within the context of classroom content learning, there are several ways teachers can use the Morpheme Magic lessons. Here are a few suggestions:

1. Start at the beginning and work through the lessons in order.
2. Start at the beginning of each morpheme section and teach a few of each. Start with two to three prefixes, move to suffixes and teach two to three, then two-three roots. Repeat.
3. Match Morpheme Magic lessons to supplement the morphemes highlighted in your reading programs. For example, if the prefix com- is taught in a reading program vocabulary lesson, the Morpheme Magic lesson on com- might be taught in conjunction with the reading lesson.
4. The lessons are so rich, if Morpheme Magic is being used schoolwide, the repetition of lessons over two or three years will help to strengthen learning and awareness of the morphemes. Each year different word items can be chosen for the lesson activities. Numerous word options to choose from are included on the Morpheme Magic Wall Cards. Repetition and application builds awareness.

There are many prefixes, suffixes, Latin roots, and Greek combining forms that are not included in Morpheme Magic. The morphemes that were chosen for the lessons are some of the most common. Following each set of morpheme lessons is a list of additional morphemes with their meanings and word examples. Included in the back of this text is a helpful resource which lists morphemes that researchers found to be the highest utility morphemes for instruction (Lane et al., 2019). Once teachers have taught several Morpheme Magic lessons, they are encouraged to create their own lessons to teach additional morphemes following the systematic routines used in Morpheme Magic.

LESSON DETAILS

1: PREFIXES

UN-

PREFIX: UN-

Display the spelling. Students read the morpheme. Tell students the meaning. This step connects the orthographic to meaning. Repeat if there is more than one form.

unhappy	unhappy	unhappy	unhappy
unrest	unrest	unrest	unrest
unable	unable	unable	unable
unlucky	unlucky	unlucky	unlucky
unearth	unearth	unearth	unearth
unfair	unfair	unfair	unfair
unwrapped	unwrapped	unwrapped	unwrapped
unskilled	unskilled	unskilled	unskilled
unhitched	unhitched	unhitched	unhitched
unbound	unbound	unbound	unbound

FOCUS WORDS

unusual
not usual

Display the focus words in a column in the order that they are provided in the key. Students read through the words in unison with you. Scoop the morphemes, explain their meanings, and explain the meanings of the words.

unfair
not fair
unwrap
to undo the wrap
unskilled
not skilled
unhitch
to undo the hitch
unbind
to undo the binding

INTRODUCTION

HEAR — SAY

Say the morpheme **un**. Students repeat it.

Say the morpheme. Students hear the morpheme and repeat it. This stimulates the brain's phonological processor. Repeat if there is more than one morpheme.

READ — LEARN

Write **un**. Students read it. Explain that **un** is an Old English prefix meaning not or opposite of.

KEY WORDS: UNHAPPY, UNEARTH

Present the key word: **unhappy**. Scoop the morphemes **un** and **happy**. Explain that **un** means not and **happy** means feeling lighthearted, so **unhappy** means not lighthearted.

Present the key word. Students read it. Scoop under the morphemes, say them, and explain their meanings. Read the key sentence. Repeat if there is more than one key word.

The class was unhappy that the field trip was cancelled.

Present the key word: **unearth**. Scoop the morphemes **un** and **earth** and explain: **un** means not and **earth** means dirt, so **unearth** means to undo or take out of the earth, to dig up.

They were ready to unearth the buried treasure.

Present the analysis and the meanings of the focus words.

CONNECT

Read each sentence. Pause for students to say the focus word that fits in the blank. (Key: unusual, unrest, unable, unlucky, unearthing, unhappily, unfair, unwrapped, unskilled, unhitched, unbound)

It was an _____ night for our family. We had a sense of _____ as a storm raged around us. We were _____ to fall asleep. _____ time. When we finally did, we were soon woken up by an _____ wind. The wind had ripped a tree from the ground, _____ blowing it into our house. We couldn't do anything about it. _____ we _____ went back to bed until morning. In the day _____ around our neighborhood and thought how _____ it was. _____ house was damaged. My dad _____ some limbs from _____ but was _____ at using a chainsaw to cut tree branches. A neighbor _____ his horse and tied large ropes to the horse's harness so it could drag the tree away. After the horse did the job, our neighbor _____ the horse and we gave it lots of apples and carrots.

Read the story. Pause at each blank and direct students to read the focus words in the order presented to fill in the blanks for an auditory exercise. Make it fun!

1: PREFIXES

UN-

Direct students to enter the target morpheme, meaning, and key word as illustrated. See Creating the Lexicon for more direction.

ACTIVITIES

LEXICON ENTRY

Direct students to create a new page number in their lexicons and enter:

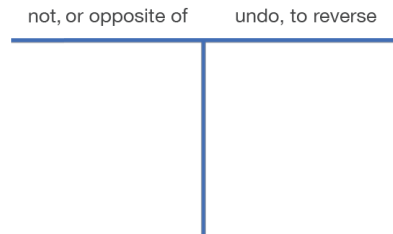
PREFIX	MEANING	KEY WORDS
un	not or opposite	unhappy, unearth

Ask students to update the TOC and to create the card for their Morpheme Deck.

SORT

Present the following list of **un** words to students. Ask the students to determine the meaning of **un** as used in each of these words. Group the words together that share the **un** meaning *not or opposite of*. Group the words together that share the **un** meaning *undo or reverse*. Challenge students to add other words they can think of to each category and to share their new words with the class.

Word Bank: unasked, unbind, unchain, undaunted, unfold, unhand, unkempt, unknown, unlearn, unpack, unpaid, unruly, unsnarl, unsound, unstick, unwrap



MORPHEME DECK

Ask students to write **un-** on a green card, or with a green marker on a card and to write the meaning on the back. See Ten Additional Activity Ideas in the Introduction for more information.

WRITE

Instruct students to create original words, share original words, and provide a word.

Always include the Write activity which provides opportunity for students to apply the morpheme to a context they are studying. Choose a bank of words from the morpheme card that could relate to the topic and provide these for students if needed.

DID YOU KNOW?

Un is the most common prefix. 58 percent of all prefixed words use **re**, **un**, **dis**, and **in**.

QUESTIONING MINDS

Does the word **under** have the prefix **un**?

DEBATE!

Is there a difference between the words **untruthful** and **untrue**?

Choose an activity or assortment of activities over several days to engage students in oral and written language practice with the morphemes. Direct students to record all activities in their lexicons.

Morpheme Magic™ Skills Sequence

List of Morphemes

1. Suffixes	2. Prefixes	3. Roots	4. Greek Combining Form
PLURALS S, -ES	UN-	FORM	GRAPH, GRAM
PAST TENSE -ED	RE-	PORT	LOGY
-ING	IN-, IM-, IL-, IR-(meaning not)	RUPT	
-LY	DIS-, DIF-	TRACT	
-ER, -OR	NON-	SCRIB	
-ION, -TION (the syllable)	IN-, IM-, IL-, IR- (meaning in, on, or toward)	SPECT, SPEC, SPIC	
-AL	OVER-	STRUCT, STRU	
-Y	MIS-	DICT, DIC	
-NESS	SUB-	FER	
-MENT	PRE-	MIT, MISS	
-ABLE, -IBLE	INTER-	DUCT, DUC, DUCE	
-FUL	FORE-	FACT, FAC, FECT, FIC	
- LESS	DE-	TEN, TAIN, TIN, TINU	
	TRANS-	VIS, VID	
	ANTI-	CAP, CEIT, CEIVE, CEPT, CIP	
	MID-	STA, SIST, STAT, STIT	
	CON- (CO-, COL-, COM-, COR--)	POS, PON	
	AD-, (AC-, AF-, AL-, AN-, AP-, AR-, AS-, AT-)	PLIC, PLY	
	EX-, E-, EF-		

Morpheme Magic

Sample lesson schedule highlighting the importance of the repetition and engagement needed to form memories and learning.

Lesson Part	Monday	Tuesday	Wednesday	Thursday	Friday
Introduction: Hear-Say Read-Write	Introduce the lesson morpheme and teach it.	Present a morphological problem to solve: Current morpheme or review.	Present a morphological problem to solve: Current morpheme or review.	Present a morphological problem to solve: Current morpheme or review.	Present a morphological problem to solve: Current morpheme or review.
Key Words	Work through key words and model use through key sentences.	Review target morpheme through key words and oral sentences.			
Connect and Focus Words		Present and teach focus words. Make sure to arrange them in the order found in the Key	Review the focus words. Reading them in a column. Attend to any morphemes needed for review. Do connect activity.		
Morpheme Lexicon	Ask students to prepare the lexicon and make their entry.	Ask students to pick one of the words (more?) and enter it into their lexicons.			
Activities	Create Morpheme Board; Display the Morpheme Card.		Engage students with the morpheme and words using any number of activities.	Engage students with the morpheme and words using any number of activities.	Students complete the lesson assessment.
Write	Ask students to write a sentence using a key word about something they are learning.	Ask students to write using focus words about something they are learning.	Provide a bank of words from the lesson and work with students to compose sentences related to an area of current study.	Write in response to reading using words from the lesson.	

SUFFIX: -S, -ES

plural noun marker
Anglo Saxon

S, ES - PLURAL NOUN MARKER suffix



umbrellas	boxes	candies
RULES & EX - WORDS	ETYMOLOGY	GOOD TO KNOW
students desks books maps grapes words reviews inspectors items	The word plural is directly from Latin plurale meaning plus + most! Old English had several ways to make words plural: adding -en, -u, -e, and -as. Now we have a more simplified plural: s and es.	When the base ends in x, sh, s, or z add ES to make a plural. (These phonemes pronunciation: /z/ when the base ends with an unvoiced consonant /s/ when the base ends with a voiced consonant or a vowel sound) Pronounce ES as /ez/.

FOCUS WORDS

Use these words to teach or review the spelling rules.

s, /s/, /z/
 bag
 bake
 kid
 hotdog
 umbrella
 storm
 parent
 crew

ys, /z/
 day

ies, /z/
 party
 candy
 baby

es, /e/z/
 box
 mix
 dish
 glass
 mess

INTRODUCTION

HEAR — SAY

Say **school**. Students repeat it. Say **schools**. Students repeat it. Ask students to explain the difference between the two words.

READ — LEARN

Write **school**. Students read it. Write **schools**. Students read it. Explain that **school** has one morpheme and **schools** has two morphemes, **school +s**. The suffix **s** is an Anglo Saxon suffix that makes a word plural.

-S, -YS, -IES, -ES

Use the focus words to explain that you cannot always add **s** to a word to make it plural. When the base ends in **vowel +y**, we add **s** and get the /z/ sound. When the base ends in **consonant +y**, we change the **y** to **i** and add **es** to get the /z/ sound. When the base ends in **x, sh, or s**, we add **es**, which also adds another syllable, and we get the /e/z/ sound. (See the Spelling Plural Nouns Anchor Charts on the following pages for more information.)

CONNECT

Read each sentence. Pause for students to say the focus word that fits in the sentence. (Key: parties, days, boxes, bags, candies, mixes, cakes, dishes, glasses, kids, hotdogs, umbrellas, storms, parents, babies, crews, messes)

We are planning one of the best _____ ever. It will be the best of _____. Our shopping list is extensive: _____ of pastries, _____ of _____, and cake _____ to bake a dozen _____. We will also need disposable _____ and _____. Some of the _____ don't eat meat, so we will look for vegetarian _____. I'm asking all my friends to bring _____ because there might be _____ in the afternoon. But leave the _____ and _____ at home! We plan to create cleanup _____ for all the _____ that will be left behind. We are going to have a blast!



ACTIVITIES

LEXICON ENTRY

Direct students to create a new page number in their lexicons and enter:

SUFFIX	MEANING	KEY WORDS
s, es	plural noun maker	buckets, boxes, babies

Ask students to update the TOC and to create the card for their Morpheme Deck.

TEACH

Most all students, even our ELs, have an awareness of plurals. Plural spellings are good to review in the intermediate grades and with older students, if needed. Make anchor charts as directed in the pages following this lesson, post the charts, and teach students to refer to them for help, if needed. Ask students to create a three-column chart in their lexicons. Give students the following nouns and ask them to determine the spellings for the plural form and write their answers in the correct column. Ask them to also note the sound for the plural (/s/, /z/, or /es/). Word Bank: anxiety, apple, church, computer, couple, dragonfly, giraffe, hunt, phone, picnic, radio, reality, record, speech, song, stairway, technology, toy, truck, wish, way

ADD -S	ADD -ES	CHANGE Y TO I, ADD ES

SORT

Work with students to brainstorm nouns that are regular (end in **-s**, **-es**, like cows) and nouns that are irregular (**deer**). Create a graphic organizer in their lexicons. Write **Regular Plurals** in one circle and **Irregular Plurals** in another circle. Record the plural nouns students come up with in the correct category.

THE MORPHEME CARD

Create an accordion drop-down with three sections and attach it to the bottom of the s, es morpheme card. Write one of the spellings **s**, **es**, and **y to i +es** on each of the accordion sections. Attach it to the morpheme card and invite students to record words they find under the appropriate heading.

WRITE

Instruct students to create sentences about a topic being studied using **s**, **es** plural words, share orally, and then write them in their lexicons under **s**, **es**. If needed, you can provide a word bank of singular nouns that students will convert to plurals in their writing. This will provide more practice with spelling plurals.

DID YOU KNOW?

The plural is pronounced /s/ when the base ends with an unvoiced consonant.
The plural is pronounced /z/ when the base ends with a voiced consonant or vowel.

DID YOU KNOW?

Plurals and **ing** make up 65 percent of all suffixed words!

ACTIVITY VARIATION

Add nouns to the list from the students' current area of study.

DEBATE!

What are countable and noncountable nouns? Think about:

rice...rices
sand...sands

Is this important to know?
Why or why not?

S, ES—PLURAL, NOUN MARKER

suffix 1



umbrellas

boxes

candies

PLURALS S, ES- WORDS		ETYMOLOGY FUN	GOOD TO KNOW
students	lexicographers	<p>The word plural is directly from Latin pluralis meaning plus – more!</p> <p>Old English had several ways to make words plural: adding -an, -u, -es, and -as. Now we have a more simplified plural: s and es.</p>	<p>When the base ends in x, sh, ch, s, or z add ES to make a plural.</p> <p>Three phoneme pronunciations:</p> <p>/s/ - when the base ends with an unvoiced consonant.</p> <p>/z/ - when the base ends with a voiced consonant or a vowel sound.</p> <p>Pronounce -ES as /ez/.</p>
desks	watches		
books	boxes		
steps	braces		
grapes	wishes		
words	quizzes		
reviews	parties		
inspectors	bodies		
items			

Name: _____

Date: _____

1. The suffix PLURAL means _____.
2. What are the two spellings for plurals: _____ and _____
3. Does making a word plural, add a morpheme to the word? _____
4. Write each of the following words as a plural. They are the words from our story plus extras.

party	day
box	bag
candy	mix
cake	dish
glass	kid
hotdog	umbrella
storm	parent
baby	crew
mess	photo
video	potato

5. Write a sentence for each word. Make the words plural in your sentences.
 1. window, 2. furnace, 3. porch, 4. reality, 5. table, 6. technology

1.
2.
3.
4.
5.
6.

ANSWER KEY

1. The suffix PLURAL means *more than one*. 1
2. What are the two spellings for plurals: s and es 1
3. Does making a word plural, add a morpheme to the word? yes 1
4. Write each of the following words as a plural. They are the words from our story plus extras. 1

party - parties	day - days
box - boxes	bag - bags
candy - candies	mix - mixes
cake - cakes	dish - dishes
glass - glasses	kid - kids
hotdog - hotdogs	umbrella - umbrellas
storm - storms	parent - parents
baby - babies	crew - crews
mess - messes	photo - photos
video - videos	potato - potatoes

20

5. Write a sentence for each word. Make the words plural in your sentences.
 1. window, 2. furnace, 3. porch, 4. reality, 5. table, 6. technology

1. windows
2. furnaces
3. porches
4. realities
5. tables
6. technologies

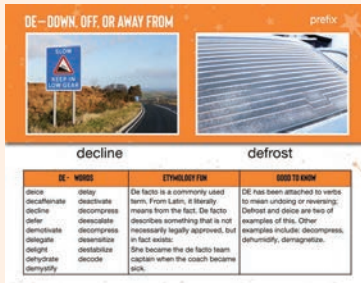
6

TOTAL 30

PREFIX: DE-

down, off, or away from

Latin

**FOCUS WORDS****deice**

off +ice

defrost

off +frost

decaffeinate

away from +caffeine

decline

down +bend

defer

away from +carry

demotivate

away from +action +make

delegate

away from +send

delight

down +allure

dehydrate

away from +water +make

demystify

away from +perplex

delay

away from +leave

deactivate

away from +action +make

INTRODUCTION**HEAR — SAY**Say the morpheme **de**. Students repeat it.**READ — LEARN**Write **de**. Students read it. Explain that **de** is a Latin prefix that means *down, off, or away from*.**KEY WORDS: DECLINE**Present the key word: **decline**. Scoop the morphemes and explain: **de** means *down* and **cline** means *bend*, so **decline** means *to bend or turn downward*.**There was a decline in our test scores after the nice weather started and we started staying up late riding our bikes.****Present the analysis and the meanings of the focus words.****CONNECT**

Read each sentence. Pause for students to say the focus word that fits in the sentence. (Key: deice, defrost, decaffeinated, decline, defer, demotivate, delegated, delighted, dehydrate, demystify, delayed, deactivate)

The morning brought a surprise of snow and frost. Before I could go to school, we had to _____ the sidewalk and _____ the car windows. But first I wanted to make sure my big sister did not drink _____ coffee, which would cause a _____ in her energy to help. She would _____ all the work to me, which would _____ me to get outside. My worry didn't matter after all because Dad _____ the task to me. This _____ my sister. The hard work would _____ me, so I drank lots of water first then set out to _____ the way to get to school. Just as I was about finished with the chore, Mom called out, "School start-time has been _____! _____ your energies and come inside for some hot chocolate!"



ACTIVITIES

LEXICON ENTRY

Direct students to create a new page number in their lexicons and enter:

PREFIX	MEANING	KEY WORDS
de	down, off, or away from	decline

Ask students to update the TOC and to create the card for their Morpheme Deck.

TEACH

It is easy to determine the meanings of some words prefixed with **de**, such as **defrost** and **defog**, while others have more varied meanings. Present the following words and lead students to identify circumstances when the word could be used.

decompress

deescalate

desensitize

destabilize

RESEARCH

To **decode** means *to bring out the underlying, hidden meaning in something*. We decode words when we sound them out, applying the alphabetic principle to match phonemes to graphemes. There are some famous historical decoding stories that students may be interested in learning more about. Assign or let students choose one, research it with a group, and report their findings.

- 1) Secret Decoder Ring
- 2) Enigma Machine (World War II)
- 3) Bletchley Park Female Code Breakers
- 4) Phoenician Alphabet

TIP: Cipher code maker directions can be found on the internet. Students can have fun creating messages to **decode**.

WRITE

Instruct students to create sentences about a topic being studied using **de** words, share orally, and then write them in their lexicons under **de**. If needed, you can provide a word bank for students to choose from.

QUESTIONING MINDS

What does **defenestrate** mean? What is something you would **defenestrate**?

ACTIVITY VARIATION

Provide students with a contextualized theme, such as a current event or the character in a book you are reading.

Example: Henry was all worked up in our last chapter. What word describes what he needs to do. Why?

DEBATE!

Should schools mandate **desegregation**? Why or why not?

Should some crimes be **decriminalized**? Why or why not?

DE—DOWN, OFF, OR AWAY FROM

prefix

13



decline

defrost

DE - WORDS		ETYMOLOGY FUN	GOOD TO KNOW
deice	delay	De facto is a commonly used term. From Latin, it literally means from the fact. De facto describes something that is not necessarily legally approved, but in fact exists: She became the de facto team captain when the coach became sick.	DE has been attached to verbs to mean undoing or reversing; Defrost and deice are two of examples of this. Other examples include: decompress, dehumidify, demagnetize.
decaffeinate	deactivate		
decline	decompress		
defer	deescalate		
demotivate	decompress		
delegate	desensitize		
delight	destabilize		
dehydrate	decode		
demystify			

Name: _____

Date: _____

1. Prefix Assessment 13: The prefix DE means _____.

2. **Word Problem to Solve – Circle the stem, underline the prefix. Write the solution and word meaning.**
 Example: unhappy un + (happy) = unhappy, not happy, sad

decline

defer

3. **Definitions – Connect the word with its definition. Write the correct number after the word.. Write the correct number after the word.**

- | | | |
|---------------|-------|-----------------------------|
| A. deice | _____ | 1. to move away from action |
| B. defrost | _____ | 2. to take the ice off |
| C. demotivate | _____ | 3. water levels are down |
| D. dehydrate | _____ | 4. to take the frost off |

4. **Definitions – Circle Yes or No**

- | | | |
|--|-----|----|
| A. Does deactivate mean to move away from action? | Yes | No |
| B. If you defer a task to someone, does that mean you finish the work yourself? | Yes | No |
| C. Does desensitize mean being very sensitive to your surroundings? | Yes | No |
| D. Can demystify mean we have uncovered the mystery? | Yes | No |

5. **Circle the stem in each key word. Then, draw a line to connect the word with its sentence.**

- | | |
|--------------------|--|
| A. decode | The secret message was written in unfamiliar symbols. |
| B. delegate | Her old dog was getting slower on his walks and starting to go deaf. |
| C. delay | My big brother is really good at assigning his jobs to me. |
| D. decline | When there is a snow storm, school might start later in the morning. |

6. **Circle the stem in dehydrate. Circle the sentence that might refer to dehydrate:**

1. The river was flowing with the big snow melt.
2. I like to eat dried fruit for a snack.

7. **Write your answers on the back of this page or in your Morpheme Lexicon. Use the bold word in a complete sentence for each answer.**

- A. She felt a decline in her energy after the long hike. What did she do after the hike?
- B. Tell about a time when you were delighted.
- C. The class was demotivated to read the assigned story. What might have caused this?
- D. Reading the recipe demystified the ingredients in our dinner. What does this mean?

*Latin & Greek Stems to Learn: **motiv** = action, **hydra** (G) = water, **fer** = to carry, bear, **sense** = to feel, **legate** = to send, **cline** = bend

ANSWER KEY

1. Prefix Assessment 13: The prefix DE means down, off, or away from.

1

2. Word Problem to Solve – Circle the stem, underline the prefix. Write the solution and word meaning.

Example: unhappy un + (happy) = unhappy, not happy, sad

decline

de + cline = decline, to bend off

defer

de + fer = defer, to carry away from

8

3. Definitions – Connect the word with its definition. Write the correct number after the word.

- | | | |
|---------------|----------|-----------------------------|
| A. deice | <u>2</u> | 1. to move away from action |
| B. defrost | <u>4</u> | 2. to take the ice off |
| C. demotivate | <u>1</u> | 3. water levels are down |
| D. dehydrate | <u>3</u> | 4. to take the frost off |

4

4. Definitions – Circle Yes or No

- | | | |
|--|--------------------------------------|-------------------------------------|
| A. Does deactivate mean to move away from action? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| B. If you defer a task to someone, does that mean you finish the work yourself? | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| C. Does desensitize mean being very sensitive to your surroundings? | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| D. Can demystify mean we have uncovered the mystery? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

4

5. Circle the stem in each key word. Then, draw a line to connect the word with its sentence.

- | | | |
|---------------------|---|--|
| A. <u>de</u> code | → | The secret message was written in unfamiliar symbols. |
| B. <u>de</u> legate | → | Her old dog was getting slower on his walks and starting to go deaf. |
| C. <u>de</u> lay | → | My big brother is really good at assigning his jobs to me. |
| D. <u>de</u> cline | → | When there is a snow storm, school might start later in the morning. |

8

6. Circle the stem in dehydrate. Circle the sentence that might refer to dehydrate:

1. The river was flowing with the big snow melt.

2. I like to eat dried fruit for a snack.

2

7. Write your answers on the back of this page or in your Morpheme Lexicon. Use the bold word in a complete sentence for each answer.

- She felt a decline in her energy after the long hike. What did she do after the hike?
- Tell about a time when you were delighted.
- The class was demotivated to read the assigned story. What might have caused this?
- Reading the recipe demystified the ingredients in our dinner. What does this mean?

4

TOTAL **31**

ROOT: PORT

carry or harbor
Latin

**FOCUS WORDS****transport**

across +carry

portal

carry +relating to

passport

permission to go +carry

portage

carry +collection

opportunity

in front of +carry + state of

porter

carry +one who

teleport

far off +carry

airport

air +harbor

report

back +carry

INTRODUCTION**HEAR — SAY**

Say the morpheme **port**. Students repeat it.

READ — LEARN

Write **port**. Students read it. Explain that **port** is a Latin root that means *to carry*.

KEY WORDS: PASSPORT

Present the key word: **passport**. Scoop the morphemes and explain: **pass** means *permission to go* and **port** means *to carry*, so **passport** means *permission to travel*.

Each family member showed the attendant their passport as they boarded the airplane.

Present the analysis and the meanings of the focus words.

CONNECT

Read each sentence. Pause for students to say the focus word that fits in the sentence. (Key: transported, portal, passport, portage, opportunity, porter, teleported, airport, report)

In a strange dream I had yesterday, I was _____ to another time and space. In my dream, I found a _____, and I was enticed to peer inside. When I did, a voice asked me for my _____, which would allow me to enter. Miraculously, it appeared in my hand, and I was granted _____ through the opening. What an _____ this was! The world around me was mysterious and lifeless except for a _____ who offered to carry the bags I didn't know I had. He immediately told me I was being _____ back through the strange opening in space into an _____ where I should _____ to my family. I woke up to the announcement that my flight was about to begin boarding. I had fallen asleep at the gate while waiting for my trip to Mexico!



ACTIVITIES

LEXICON ENTRY

Direct students to create a new page number in their lexicons and enter:

ROOT	MEANING	KEY WORDS
port	to carry or harbor	passport

Ask students to update the TOC and to create the card for their Morpheme Deck.

TEACH

There are multiple common words built from the root **port** in students' vocabularies. Give the students the following list of prefixes and see how many known words they can create by attaching the prefixes to the root **port**.

Prefixes: de, ex, im, re, sub (sup), trans, ob (op), com, tele

Ask students to record their words in their lexicons. Then ask if there are any other suffixes or prefixes they can add to their **port** words. Ask students to share their words and examples of how they would use the words.

RESEARCH

Develop a conversation with students around famous **portals** in literature. Do the students recall any magical doorways or openings in any books they have read? A few famous portals in literature are in CS Lewis, *The Lion the Witch and the Wardrobe*; Lynne Reid Banks, *Indian in the Cupboard*; and Lewis Carroll, *Alice's Adventures in Wonderland*. Ask students to research other stories, movies, and even video games that offer glimpses into magical worlds through **portals**. Direct students to create a **portals** section in their lexicons and list and describe the famous literary and media portals.

RESEARCH

What is a **portmanteau** (carry +cloak)? It is a French word that used to mean a *suitcase*. Now it means a word made from blending two or more other words. Ask the students where they think the new meaning came from. Then ask them if they can come up with some examples of **portmanteaus**. Some examples are smog (smoke +fog), brunch (breakfast +lunch), email (electronic +mail), ginormous (gigantic +enormous), and splatter (splash +spatter).

WRITE

Instruct students to create sentences about a topic being studied using **port** words, share orally, and then write them in their lexicons under **port**. If needed, you can provide a word bank for students to choose from.

DID YOU KNOW?

Port also means *door, gate, entrance* (from the Latin *porta*). **Porch, portal,** and **porthole** also derive their meanings from this meaning of port.

ACTIVITY VARIATION

Reread the focus word story. Ask students to rewrite their own version of the dream and use as many **port** words as they can.

DEBATE!

Which is a more important job: a **reporter** or an **exporter**? Why?

PORT—CARRY OR HARBOR

root 2



passport

transport

PORT WORDS	ETYMOLOGY FUN	GOOD TO KNOW
transport transportation portal portage opportunity porter teleport airport	import export deport deportation porthole portfolio report	Portside of a ship is the left side because it was the side facing the docks. The steering oar was on the right side so the oar had to face the sea and the left side faced the port.
		PORT can be a free base meaning a place where ships load or unload. Many words formed from PORT have something to do with ships and sailing. Others do not. Opportunity is an example of an opaque meaning— the meaning of PORT in this word is obscure.

Name: _____

Date: _____

1. The root PORT means _____.

2. Complete the Connect Passage below with the appropriate PORT word from the list.

<p>In a strange dream I had yesterday I was _____ to another time and space. In my dream I found a _____ and I was enticed to peer inside. When I did a voice asked me for my _____ which would allow me to enter. Miraculously it appeared in my hand and I was granted _____ through the opening. What an _____ this was! The world around me was mysterious and lifeless except for a _____ who offered to carry the bags I didn't know I had. He immediately told me I was being _____ back through the strange opening in space into an _____ where I should _____ to my family. I woke up to the announcement that my flight was about to begin boarding. I had fallen asleep at the gate while waiting for my trip to Mexico!</p>	<p>opportunity report teleported passport airport portage porter transported portal</p>
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3. Write a word from above that answers each question:

A harbor for an airplane _____. (What is a harbor for a car? _____.)

A person who carries your luggage _____

A document that allows passage, to carry yourself to other countries _____

Being carried far away _____

Is PORT a root in the word SPORT? _____

How do you know? _____

4. Write the PORT word to solve the word sums. Then write another word form in the second blank. Choose from these words: report, transport, deport, import, support, export, portable

out + carry = _____, _____

in + carry = _____, _____

away + carry = _____, _____

back + carry = _____, _____

across + carry = _____, _____

able+ carry = _____, _____

carry + below = _____, _____

ANSWER KEY

1. The root PORT means *to carry or harbor*.

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2. Complete the Connect Passage below with the appropriate PORT word from the list.

<p>In a strange dream I had yesterday I was teleported to another time and space. In my dream I found a portal and I was enticed to peer inside. When I did a voice asked me for my passport which would allow me to enter. Miraculously it appeared in my hand and I was granted portage through the opening. What an opportunity this was! The world around me was mysterious and lifeless except for a porter who offered to carry the bags I didn't know I had. He immediately told me I was being transported back through the strange opening in space into an airport where I should report to my family. I woke up to the announcement that my flight was about to begin boarding. I had fallen asleep at the gate while waiting for my trip to Mexico!</p>	<p>teleported portal passport portage opportunity porter transported airport report</p>
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3. Write a word from above that answers each question:

A harbor for an airplane **airport**. (What is a harbor for a car? **carport**.)

A person who carries your luggage **porter**.

A document that allows passage, to carry yourself to other countries **passport**.

Being carried far away **teleport(ed)**.

Is PORT a root in the word SPORT? **NO** How do you know? **Because there is no prefix or suffix. S does not have meaning.**

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4. Write the PORT word to solve the word sums. Then write another word form in the second blank.

Choose from these words: report, transport, deport, import, support, export, portable. (The alternate word forms are examples. Students may provide others.)

out + carry = **export, exportation**

in + carry = **import, imported**

away + carry = **deport, deportation**

back + carry = **report, reporting**

across + carry = **transport, transportation**

able+ carry = **portable, portability**

carry + below = **support, supportive**

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TOTAL 30