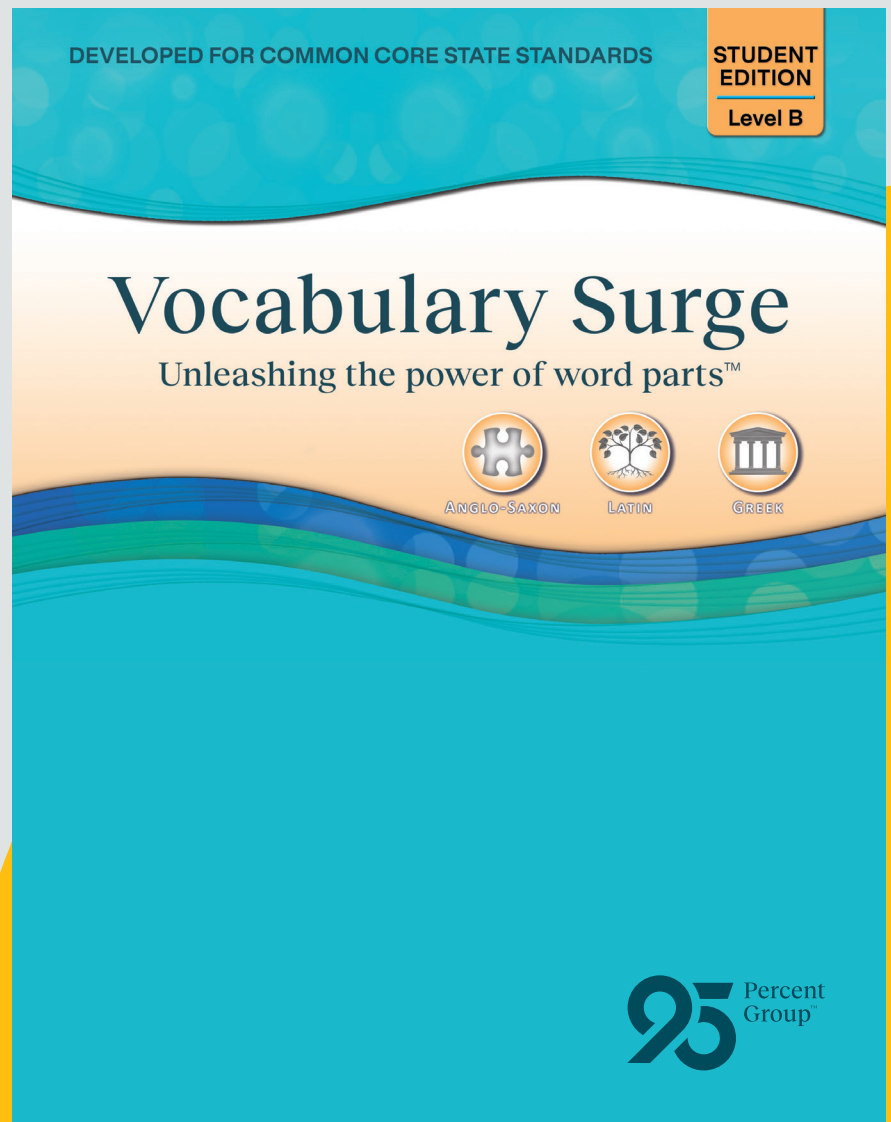


Vocabulary Surge: Unleashing the Power of Word Parts™ (Level B)

Product Sample

Includes Lesson 5



Vocabulary Surge: Unleashing the Power of Word Parts™, Level B

In spite of the best decoding skills, students with limited vocabulary will struggle with reading fluency and comprehension. Many students—not just English Language Learners—are affected by low oral language skills. For students to close the vocabulary gap, they need vocabulary instruction that not only teaches the meaning of well-chosen words but also shows them how to learn words on their own.

Vocabulary Surge is a series of 15-minute daily lessons to show students how to break words into parts, hypothesize the meanings of unknown parts, and check meaning in context. The lessons also help students learn the meaning of the most common Anglo-Saxon words, affixes, Latin roots, and Greek combining forms.

Vocabulary Surge is for classroom teachers in grades 3–8 who provide instruction in Language Arts, science, and social studies in upper elementary, middle school, and junior high. It can also be used by teachers who work with students receiving special education, English Language Learners, and intervention groups.

This unique vocabulary product offers many benefits:

- Dramatic surge in vocabulary using word-part meanings
- More accurate decoding
- Improved fluency and comprehension
- Acceleration in rate of learning words independently
- Increase in word consciousness about importance of word origin to determining meaning and spelling
- Teacher's edition includes 10-day lesson plan for 30 weeks of instruction and downloadable student materials



Latin and Greek Lesson**Days 1 & 5: Uncover the Meaning****Step 1 Introduce Morphemes**

The goal of this day is for students to learn a set of new morphemes. Students are introduced to a new set of morphemes and asked to follow the *Uncover the Meaning Routine* and to determine each morpheme's meaning by completing the *Uncover the Meaning Student Worksheet*. *Vocabulary Surge™* intentionally uses a discovery process rather than explicitly telling students the morpheme definition in order to provide students with a process of how to figure out the meaning of the unknown word part through using context and knowledge of known word parts. By discovering, or uncovering, the meaning of the morpheme in context, students are engaged in the learning process and are then able to apply this same process in their own independent reading.

Latin and Greek Lesson**Days 2 & 6: Deepen the Meaning**

The purpose of Days 2 and 6 is to help students deepen their understanding of the new Latin Roots or Greek Combining Forms they learned in the first day. This is accomplished by having them use word cards to understand how words change as different prefixes and suffixes are added. In the I DO and WE DO sections, the teacher models using a common root and changing the affixes. Then in the YOU DO section students build words and record them on the Days 2 & 6 Recording Sheet.

Latin and Greek Lesson**Days 3 & 7: Multiplier**

The goal of this day is for students to practice the meaning of the morpheme by applying it to more words that contain the word part. This will not only deepen knowledge of the meaning of the morpheme but will also enable the student to learn to generalize from the words used in the first day's lesson to a larger set of words.

Students are asked to practice and apply the target morphemes they learned as well as morphemes they've learned in earlier lessons by building words. Students can work independently or in pairs or small groups to follow the Multiplier Routine by completing the Multiplier Student Worksheet. To focus the lesson on target morphemes, students are given Mats and Cards of specific prefixes, suffixes, and sometimes connective letters (for Latin and Greek lessons) to build words. The students build words using the mats and a limited number of word cards. The cards are divided into between two and four sets so that they have no more than ten cards at a time, and often only about five or six. The Teacher's Guide includes charts with words that students might build as well as the definitions as they relate to the target morpheme. This activity includes writing and is a good opportunity to teach spelling rules, some of which are included in the Teacher's Guide.

After students work together using the Mat and Cards to practice building words, they record their words on the Recording Sheet.

Latin and Greek Lesson**Days 4 & 8: Demonstrate Meaning**

Similar to the ideas suggested in the book *Bringing Words to Life* by Isabel Beck and colleagues, on Days 4 and 8 students work with sentences that require them to apply the meanings of the target morpheme. Teachers read sentences aloud for students to think about and answer orally. By engaging all students in generating an answer, they are thinking about the meaning of the new morpheme as used in the context of the sentence.

INTRODUCTION

Latin and Greek Lesson

Day 9: Review What You Learned

In order for students to review the 6–8 roots taught previously in the lesson, there are two activities in Day 9. In the first activity the teacher reviews the meaning of each morpheme featured in the lesson.

Latin and Greek Lesson

Day 10: 2nd Review Day

Day 10 is a culminating review day. Students are provided a list of eighteen words that contain the morphemes taught in the lesson. They select from this list and write five sentences that each contain at least one of the eighteen words.

Affix Lesson

Day 1: Introduce Suffixes

The Latin and Greek lessons follow the format described above. The Affix lessons, which are lessons 1–4, follow an alternate format. Instead of a ten-day lesson where two sets of roots are studied for four days each with two review days, these lessons are five days in length. Additionally the affixes are typically introduced and studied for one day and then the fifth day is a review of all of them.

Affix Lesson

Day 2: Discuss Meaning

The format of the Day 2 activity differs depending upon the root and how students can learn the meaning best. This is an example of Day 2 where students define the word and finish a partially completed sentence.

Affix Lesson

Day 3: Discuss Meaning

Below is an example of a Day 3 activity where students select the correct word from a list of words provided.

Affix Lesson

Day 4: Discuss Meaning

Activities on this day vary based on the meaning of the affix. Below is an example of a Day 4 activity where the focus is on the meaning of *sub-*, which is *under*. They are instructed to begin their definition with the word *under*.

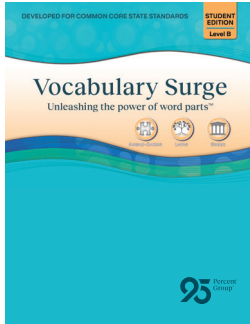
Affix Lesson

Day 5: Multiplier

Below is an example of a Day 5 activity where students pair up to use cards and mats to build words.

Components of the Vocabulary Surge™: Level B (VS1210)

Materials provided in shipment

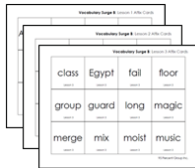


Teacher's Lesson Plan

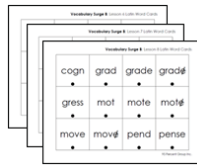
Spiral bound Teacher's Guide includes 185 pages of full color lessons on morphemes. Level B (grades 3 and up) includes complex affixes and Latin roots, and focuses more intensively on Greek combining forms.

Materials available online

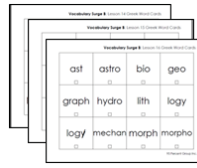
Word Cards



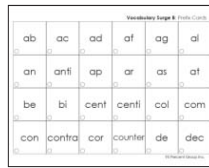
Affix Word Cards



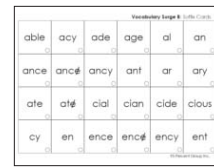
Latin Word Cards



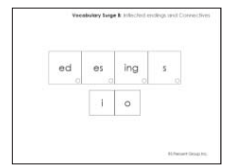
Greek Word Cards



Prefix Word Cards

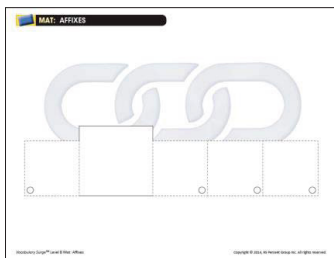


Suffix Word Cards

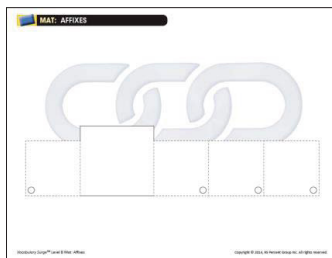


Inflected End Connect Word Cards

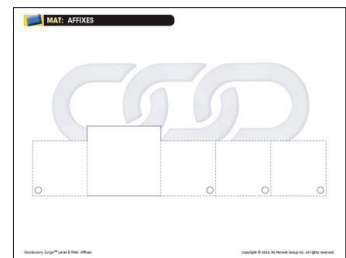
Mats



Affixes Mat



Greek Combining Forms Mat



Latin Roots Mat

COMPONENTS OF THE VOCABULARY SURGE™: LEVEL B

Student Worksheets



**Word List Lessons
1-17**



**Review Lessons
R1-R12**



**Student Recording
Sheets SE L1-SE L17**

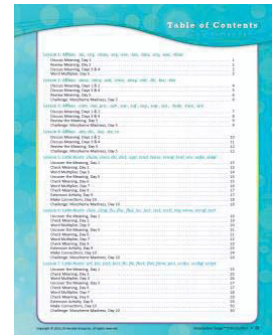
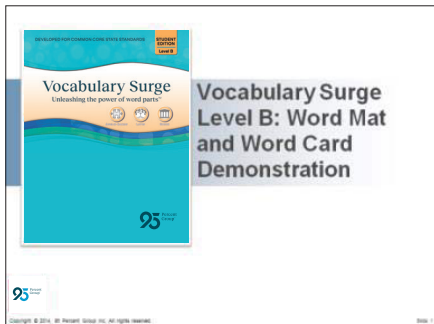
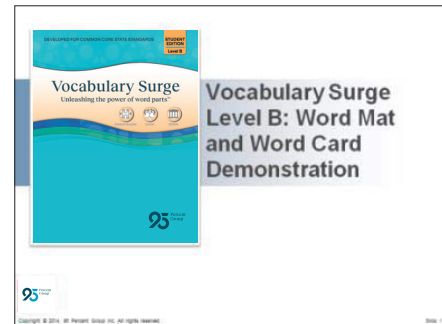


Table of Contents

Word Mat and Word Card Demonstration



PowerPoint Mac 97-2011



PowerPoint PC 97-2003

Video Playlist



Getting Started Video



claim/clam, dic/dict, rupt,
tend/tense/tense/tent, voc/voke/voke

per-, -ship

DAY 1 • Introduce Latin Roots



UNCOVER THE MEANING

MATERIALS

- Days 1 & 2 Recording Sheet

Introduce *claim/clam, dic/dict, and voc/voke/voke*; -ship

DIRECTIONS

Pair students and distribute the **Days 1 & 2 Recording Sheet**. Model the first completed example. After students have completed the first two columns, ask them to share what they wrote. Then provide the Certified Definition. Explain that understanding parts of words, such as Latin roots, can help students uncover the meaning of many words.

I'm going to model using my detective skills to figure out what the underlined word parts mean.

- I'll use the other words in the sentences to develop a Working Definition of a word part.
- Listen as I read the first set of two sentences.
 1. The bell's noisy clamor called the children in from recess.
 2. In a loud voice, the referee proclaimed our team the winner!
- In **Column 1**, I record the clue words noisy and loud voice that help me understand the meaning of *claim/clam*.
- I think that *claim/clam* means to call out loudly. This is my Working Definition, which I record in **Column 2**.
- In **Column 3**, I write the Certified Definition of *claim/clam*: to declare, call, or cry out.

Now it's your turn.

- With your partner, read the next set of sentences on the **Days 1 & 2 Recording Sheet**.
- Use your detective skills to figure out what the underlined word parts mean.
- Consider which words or phrases in the sentences provide clues about meaning. Record them in **Column 1**.
- Write a Working Definition in **Column 2**.
- Only complete **Columns 1 and 2** and then wait for the discussion. You will fill in **Column 3** after I provide a Certified Definition.



UNCOVER THE MEANING

claim/clam	1. The bell's noisy <u>clam</u> or called the children in from recess. 2. In a loud voice, the referee <u>proclaimed</u> our team the winner!	
❶ Clue Words for Working Definition	❷ Working Definition	❸ Certified Definition
noisy, loud voice	to call out loudly	to declare, call, or cry out
dic/dict	1. In a clear voice, the principal <u>dict</u> ated a letter for the secretary to type. 2. Did you use proper <u>dict</u> ion so you were understood when you spoke?	
❶ Clue Words for Working Definition	❷ Working Definition	❸ Certified Definition
clear voice, understood, spoke	to speak or talk	to say or tell
voc/voke/voke	1. The vocalist sang so clearly, the people in the back row could hear each word. 2. Bette's computer use was <u>revok</u> ed because she played too many video games.	
❶ Clue Words for Working Definition	❷ Working Definition	❸ Certified Definition
sang, use	voice or call back	to call or voice

DAY 2 • Deepen the Meaning

CHECK MEANING

DIRECTIONS Using the **Cards** and **Mat**, confirm that students understand how the meaning of the word evolves as more parts are added.

I DO



- The prefix **pro-** means **forward, earlier or to support**.
- Adding **pro-** to **claim** spells the word **proclaim**. The combination of word parts means that **the declaration is supportive**.
- Now, I'm going to use my knowledge of the word to answer the question.

1. What does it mean when the students **proclaim** Ethan class president? **The students are supporting Ethan.**

WE DO



- The prefix **re-** means **again**.
- After adding **re-** to **claim** what's the meaning? **To declare, again**
- What does the inflected ending **-ed** mean? **Occurred in the past**
- After adding **-ed** to **reclaim** what's the meaning? **Declared again**
- Listen to me use the word **reclaimed** in a question and we will use our knowledge of its parts to figure out the answer.

2. What did it mean when Jilly **reclaimed** her title as bowling champion? **She was declared the champion again.**

YOU DO Use your **Cards** and **Mats** to complete the chart on the **Days 1 & 2 Recording Sheet**.

Latin Roots	Certified Definition
claim/clam	to declare, call, or cry out
dic/dict	to say or tell
voc/voke/vokē	to call or voice
Prefixes	Certified Definition
contra-	against
in-	in or not
pre-	before
re-	again
Suffixes	Certified Definition
-al	related to, like
-ate/-atē	to make
-ize/-izē	to make
-or	one who does
-ship	skill, quality
Inflected Endings	Certified Definition
-ed	past tense
-ing	present participle

MATERIALS

- Pocket chart, document camera, or PowerPoint™
- Days 1 & 2 Recording Sheet
- Cards:

Teacher:
claim, ed, pro, re

Student:
Roots: dict, voke
Prefixes: in, re
Suffixes: ate, atē, or

CHECK MEANING

Word	Latin Root	Suffix	Suffix
dictate	dict: to say or tell	ate: rank	
Meaning:	to tell someone what to do		
dictator	dict: to say or tell	atē: rank	or: one who does
Meaning:	a person who rules a country with total authority		
Word	Prefix	Latin Root	Suffix
revoke	re: again, back	voke: to call or voice	
Meaning:	to call back		
invoke	in: in	voke: to call or voice	
Meaning:	to call on someone to help		

claim/clam, dic/dict, voc/voke/voke
-ship

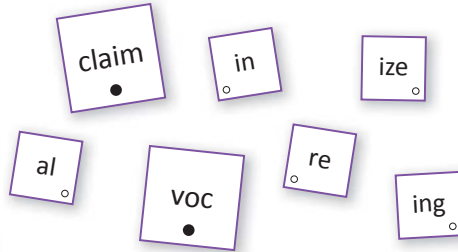
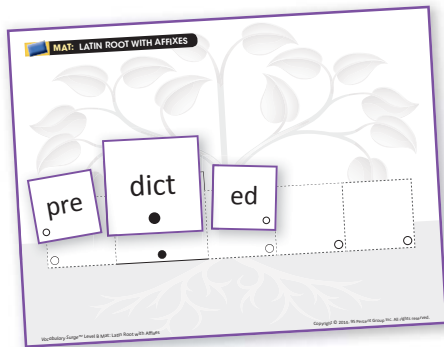
DAY 3 • Word Multiplier



WORD MULTIPLIER

Build words with *claim/clam*, *dic/dict*, and *voc/voke/voke*

DIRECTIONS Students work together to build words using their **Cards** and **Mats**.



MATERIALS

- Day 3 Recording Sheet
- Notebook paper
- Latin Mat
- Cards:

Latin Roots:
claim, clam, dic, dict, voc, voke, voked

Inflected Endings:
ed, ing

Prefixes:
contra, in, pre, re

Suffixes: al, or, ize, ize

I DO Watch me combine **Cards** to build a word.

- I select cards *pre*, *dict*, and *ed*.
- I place the prefix *pre-* on the left side of the mat, matching the circle on the mat to the one on the card.
- I place the Latin root *dict* in the large center box, matching the solid circles.
- Finally, I place the inflected ending *-ed* to the right of *dict*, matching the circle on the mat to the one on the card.
- I have built the word *predicted*.

WE DO Let's try another word.

- I choose the cards *clam*, *or*, and *ing*.
- Where should I place the card *clam*?
In the middle box
- Why do we place it here? Because it is the Latin root and has a solid circle like the mat
- Where shall I place suffix *-or*? In the box to the right of *clam*
- Where shall I place inflected ending *-ing*? In the box to the right of *or*
- Look at the example on your **Day 3 Recording Sheet** to see how to write the parts of *clamoring* and the whole word. *Clam* means to cry out, *-or* means one who does, and *-ing* means it is happening now.
- When we put these word parts together, *clamoring* means noisily crying out.
- What part of speech is *clamoring* and how do you know? Verb, action word

YOU DO Use your **Cards** and **Mats** to build more words. Complete the **Day 3 Recording Sheet** with your partner. Write additional words on notebook paper. We will review the words when you have finished.

Possible Words:

- claim/clam:** claim, claimed, claiming, reclaim, reclaimed, reclaiming, clamor, clamored, clamoring
- dic/dict:** contradict, contradicted, contradicting, contradictor, predict, predicted, predicting
- voc/voke/voke:** invoke, invoked, invoking, vocal, vocalize, vocalized, vocalizing



WORD MULTIPLIER

SET 1	Word Parts	Word	Part of Speech
1.	clam+or+ing	clamoring	verb
	Write the Meaning:	noisily crying out	
2.	re+claim+ed	reclaimed	verb
	Write the Meaning:	something lost or removed, taken back	
SET 2	Word Parts	Word	Part of Speech
1.	pre+dict+or	predictor	noun
	Write the Meaning:	an indicator to signal something in the future	
2.	contra+dict+ing	contradicting	verb
	Write the Meaning:	saying something opposite of what was said before	
SET 3	Word Parts	Word	Part of Speech
1.	voc+al+iz+ing	vocalizing	verb
	Write the Meaning:	voicing words or sounds	
2.	in+voke	invoke	verb
	Write the Meaning:	to call on someone to help	




LESSON 5 Latin 

DAYS 1 & 2 RECORDING SHEET

DAY 1  **UNCOVER THE MEANING**

DIRECTIONS Work with a partner to uncover the meaning of *claim/clam*, *dic/dict*, and *voc/voke/vokē*.

- Read each sentence below. Discuss the meaning of each word with an underlined part.
- In **Column 1**, list the words in the sentence that were clues to the meaning of the Latin root.
- In **Column 2**, write Working Definitions for the Latin roots based on their meaning in the words.
- In **Column 3**, record the Certified Definition after it is provided by your teacher.

claim/clam		
1. The bell's noisy <u>clam</u> or called the children in from recess. 2. In a loud voice, the referee <u>proclaim</u> ed our team the winner!		
1 Clue Words for Working Definition	2 Working Definition	 3 Certified Definition
noisy, loud voice	to call out loudly	to declare, call, or cry out
dic/dict		
1. In a clear voice, the principal <u>dict</u> ated a letter for the secretary to type. 2. Did you use proper <u>dict</u> ion so you were understood when you spoke?		
1 Clue Words for Working Definition	2 Working Definition	 3 Certified Definition
voc/voke/vokē		
1. The <u>voc</u> alist sang so clearly, the people in the back row could hear each word. 2. Bette's computer use was <u>revok</u> ed because she played too many video games.		
1 Clue Words for Working Definition	2 Working Definition	 3 Certified Definition

DAY 2  **CHECK MEANING**

Collect these supplies: Latin Mat and the following Cards

Latin Roots: dict, voke **Prefixes:** in, re **Suffixes:** ate, atē, or

DIRECTIONS Build the words with the Cards and Mats. Describe how adding new parts changes the meaning of the words.

Word	Latin Root	Suffix	Suffix
dictate	dict: to say or tell	ate: rank	
Meaning:	to tell someone what to do		
dictator	dict:	atē:	or:
Meaning:			
Word	Prefix	Latin Root	Suffix
revoke	re:	voke:	
Meaning:			
invoke	in:	voke:	
Meaning:			

LESSON 5 Latin 

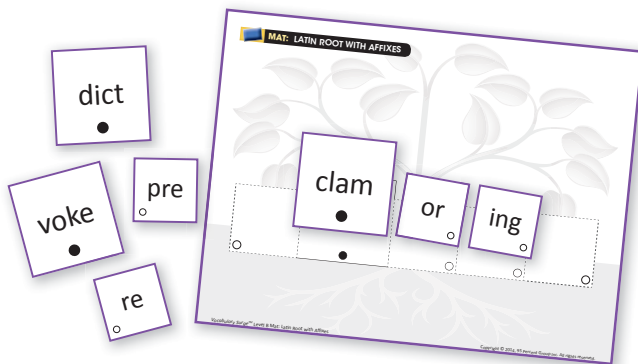
DAY 3 RECORDING SHEET

WORD MULTIPLIER

DIRECTIONS Students use the Latin Root Mat and Card sets to create words.

Sort your cards into three sets to match the ones in the table below. Work with one set at a time.

Word Parts	Set 1	Set 2	Set 3
Latin Roots	claim, clam	dic, dict	voc, voke, vok
Inflected Endings	ed, ing	ed, ing	ed, ing
Prefixes	re	contra, pre	in
Suffixes	or	or	al, ize, ize



DIRECTIONS Record the words and complete the chart. Record additional words on notebook paper.

<u>SET 1</u>	<u>Word Parts</u>	<u>Word</u>	<u>Part of Speech</u>
1.	clam+or+ing	clamoring	verb
	<u>Write the Meaning:</u>	noisily crying out	
2.	_____	_____	_____
	<u>Write the Meaning:</u>	_____	
.....			
<u>SET 2</u>	<u>Word Parts</u>	<u>Word</u>	<u>Part of Speech</u>
1.	_____	_____	_____
	<u>Write the Meaning:</u>	_____	
2.	_____	_____	_____
	<u>Write the Meaning:</u>	_____	
.....			
<u>SET 3</u>	<u>Word Parts</u>	<u>Word</u>	<u>Part of Speech</u>
1.	_____	_____	_____
	<u>Write the Meaning:</u>	_____	
2.	_____	_____	_____
	<u>Write the Meaning:</u>	_____	



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