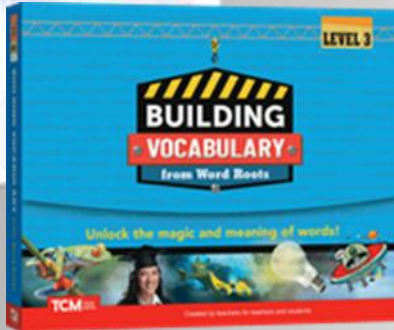


Word Ladders and Word Study



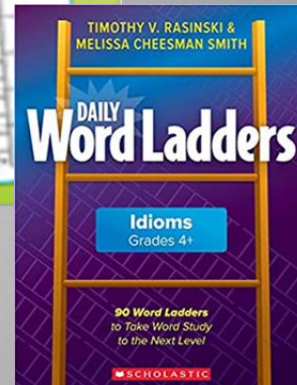
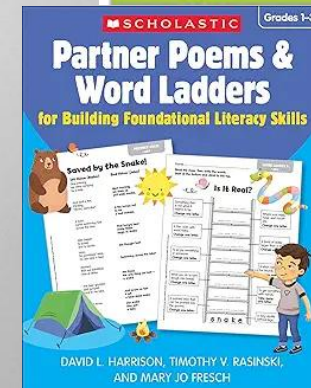
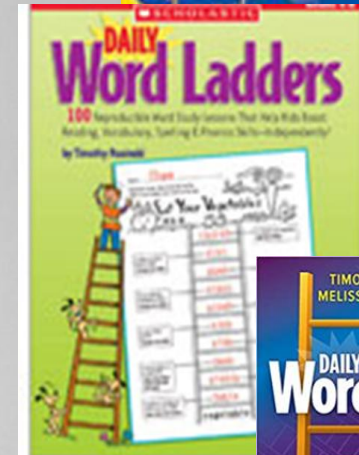
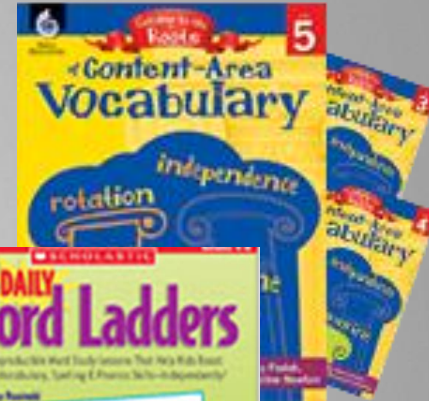
Timothy Rasinski, Ph.D.

Kent State University

trasinsk@kent.edu

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Timothy Rasinski

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reading
literacy
fluency

Timothy Rasinski, Ph.D.
*Professor of Reading Education
Reading and Writing Center
Kent State University*

Vocabulary Ladders
Understanding Word Meanings
Level 6

Close Reading with Paired Texts
Level K

Literacy Time
Phonics, Vocabulary, Word Building, Fluency, Comprehension, and much more!
Level K

Building VOCABULARY from Word Roots
Guided Practice Book
Level 6

Word Steps
Making and Writing Content-Area Words
Level 4-8

Poems for Building Reading Skills
Level 2

Idioms and Other English Expressions
Idiom Cards
Timothy Rasinski

Biography

Timothy Rasinski is a professor of literacy education at Kent State University and director of its award winning reading clinic. He has written over 200 articles and has authored, co-authored or edited over 50 books or curriculum programs on reading education. He's

Timothy Rasinski

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Professional Development

- [Study Guide for Building Vocabulary with Greek and Latin Roots, \(2nd Edition\)-Tim Rasinski, Nancy Padak, Evangeline Newton](#)
- [Tim Rasinski's Handouts for Professional Development: From Phonics to Fluency to Proficient Reading](#)
- [Building Vocabulary Professional Development Video](#)
- [Tools to Teach Academic Vocabulary Webinar](#)

Research

- [Building Vocabulary Pilot Research Report](#)
- [The Latin-Greek Connection Building Vocabulary through Morphological Study](#)
- [Building Vocabulary White Paper](#)
- [Building Vocabulary Frequently Asked Questions](#)

Articles

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- [Fast Start - Getting Parents and Children Off to a Strong Start in Reading](#)
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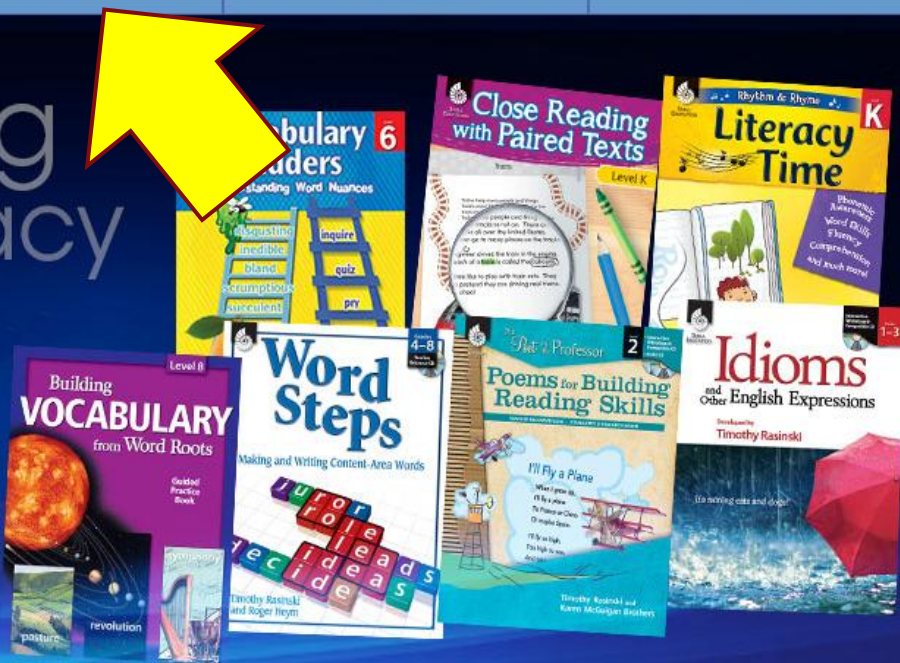
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Timothy Rasinski, Ph.D.
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Kent State University

reading
literacy
fluency



Biography

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Word Ladders for the Win

By Alaina Weatherford

I teach ELA in a small, rural K-8 building in Illinois in a departmentalized setting with a partner teacher who teaches math, science, and social studies. We switch two grades between us throughout the day. The last two years we taught third and fourth grades. This year, due to a retirement, we moved up to teach fourth and fifth grades. Therefore, I have been teaching my current fifth graders for three consecutive years.

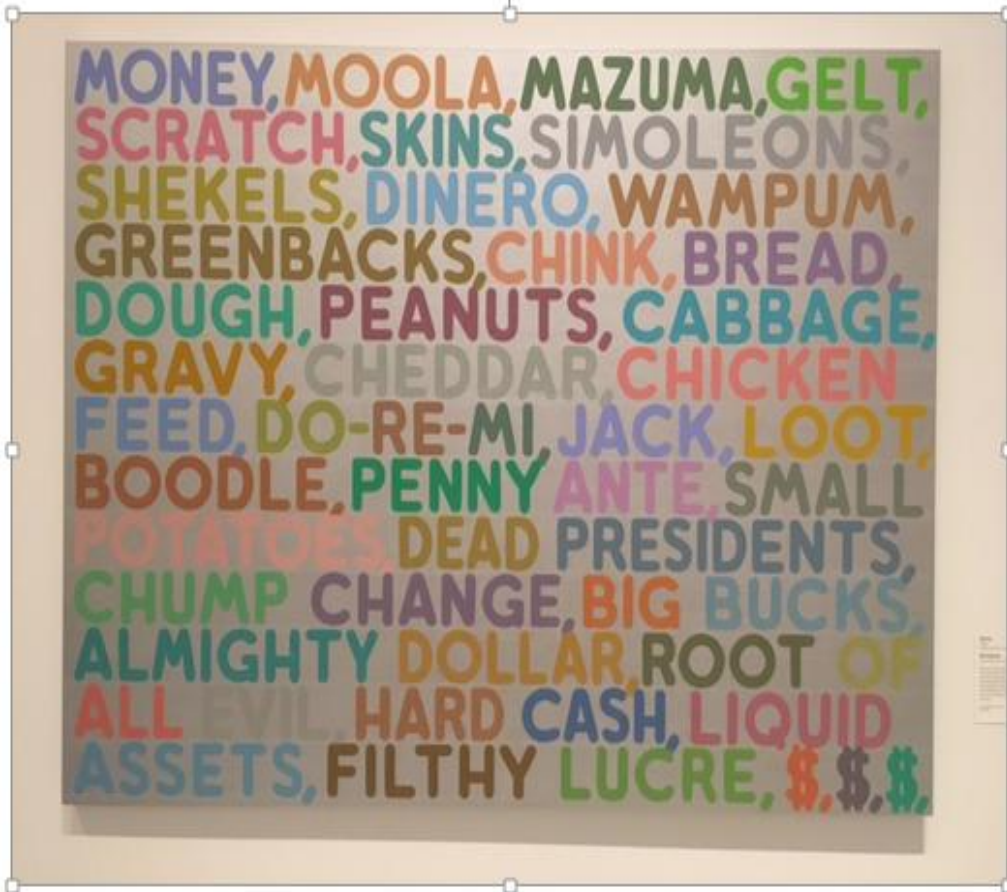
When these students were in third grade, I decided to begin using Dr. Rasinski's word ladders. I wanted a quick and simple, but effective way to incorporate vocabulary instruction, and most importantly, I wanted it to be fun. We completed a word ladder every day and eventually finished our first book, *Daily Word Ladders: Grades 2-3*. The students begged me for more, so we moved into *Daily Word Ladders: Grades 4-6*. We ended up finishing that book in the middle of their fourth-grade year. I had written any more books and told the students that word ladder book. They were devastated and begged me that I searched online and found out there were in fact more books. I bought *Daily Word Ladders: Idioms* and we began the new book.

April 2024



Word Study as Art

I recently visited the National Art Museum and Portrait Gallery in Washington DC. Interestingly, I found this piece of art titled "Money" by Mel Bochner. Bochner's work is a collection of words and phrases that refer to money. This piece of art made me think of similar works of art that could be created by students. Simply have them choose an overarching concept (e.g. "cold," "friend") and have them brainstorm other words and phrases that have similar meanings. This would be a great way to have work in a thesaurus. Then, they would draw, paint, or post their collection of words in a manner similar to Bochner. Students' own works of art could be posted in the classroom and around the school, expanding students' vocabularies and art at the same time.

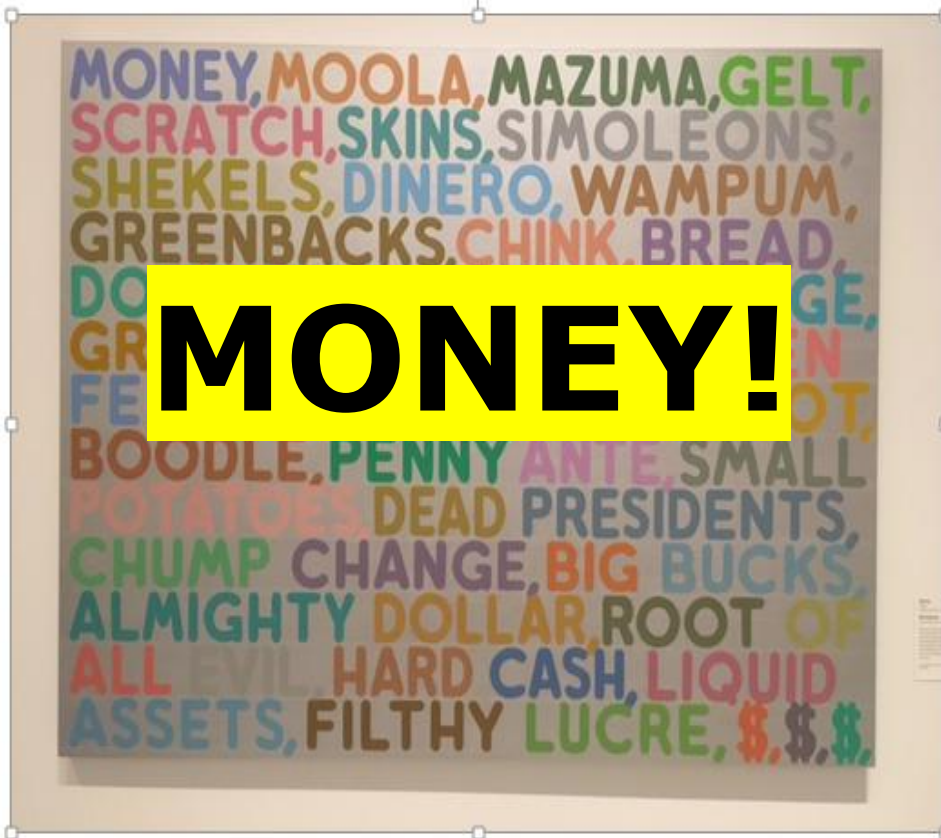


Shortcut To

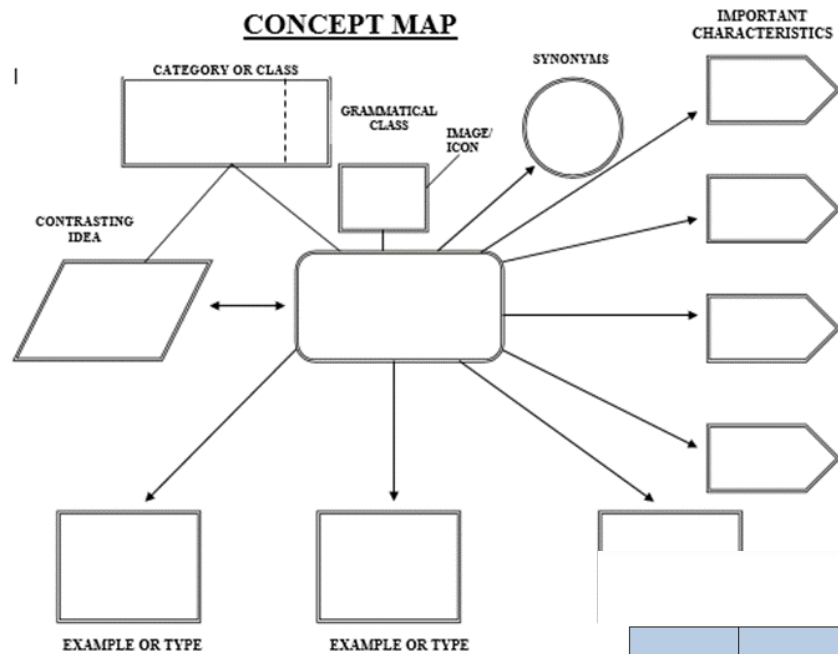
Timrasinski.com
Blog

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Blog



Word Ladder

	text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text

W	O	R	D

Resources

I recently visited the National Art Museum and Portrait Gallery in Washington DC. Interestingly, I found this piece of art titled "Money" by Mel Bochner. Bochner's work is a collection of words and phrases that refer to money. This piece of art made me think of similar works of art that could be created by students. Simply have them choose an overarching concept (e.g. "cold," "friend") and have them brainstorm other words and phrases that have similar meanings. This would be a great way to work in a thesaurus. Then, they would draw, paint, or post their collection of words in a manner similar to Bochner. Students' own works of art could be posted in the classroom and around school, expanding students' vocabularies and art at the same time.



Lessons Learned From My Granddaughter by Laura Robb

My granddaughter, Helena has a rare syndrome: the left and right sides of her body grow at different rates. On the left side, she grows more slowly than on the right side. She is shorter. Moreover, her brain development is slower than on the right side. She has large amounts of growth and plateaus in-between. She has large numbers as random squiggles, and I have a condition called dyslexia that runs in my family. Despite these challenges, she is a bright and curious child. She enjoys reading and listening walks, and I read picture books to her.



February: A Word Ladder for Valentine's Day!

- Start with the word Love – the emotion celebrated on Valentine's Day.

FREE!

- Cape: Change 1 letter to make a kind of coat or cloak without sleeves.
- Cape: Take away 1 letter to make a hat worn by a baseball player.
- Cap: Change 1 letter to make a mug or container for coffee or tea.
- Cup: Add 2 letters to the end to the character often associated with love and who uses arrows to make people fall in love.

Cupid



Now have your students sort these words into words that might have something to do with love, and words that don't. Encourage your students to think creatively (e.g. Lovers' Lane).

For more see: Rasinski, T.: *Daily Word Ladders, K-1, 1-2, 2-4, 4-6*
Vocabulary Ladders, 1, 2, 3, 4, 5, 6

When I resisted the temptation to tutor Helena, she donated dozens of books to her teachers' classroom. I encouraged her to give books to her classmates to have more choices when selecting books to read. I encouraged her to give books to the young resource teacher.

At the end of the day, I believed that Helena would signal me that it was time to stop. I believed that Helena would signal me that it was time and energy to read with her.

Email me at trasinsk@kent.edu

- ▶ Monday Morphology (Word Roots)
- ▶ Wednesday Word Ladder
- ▶ Fluency Friday

SOR

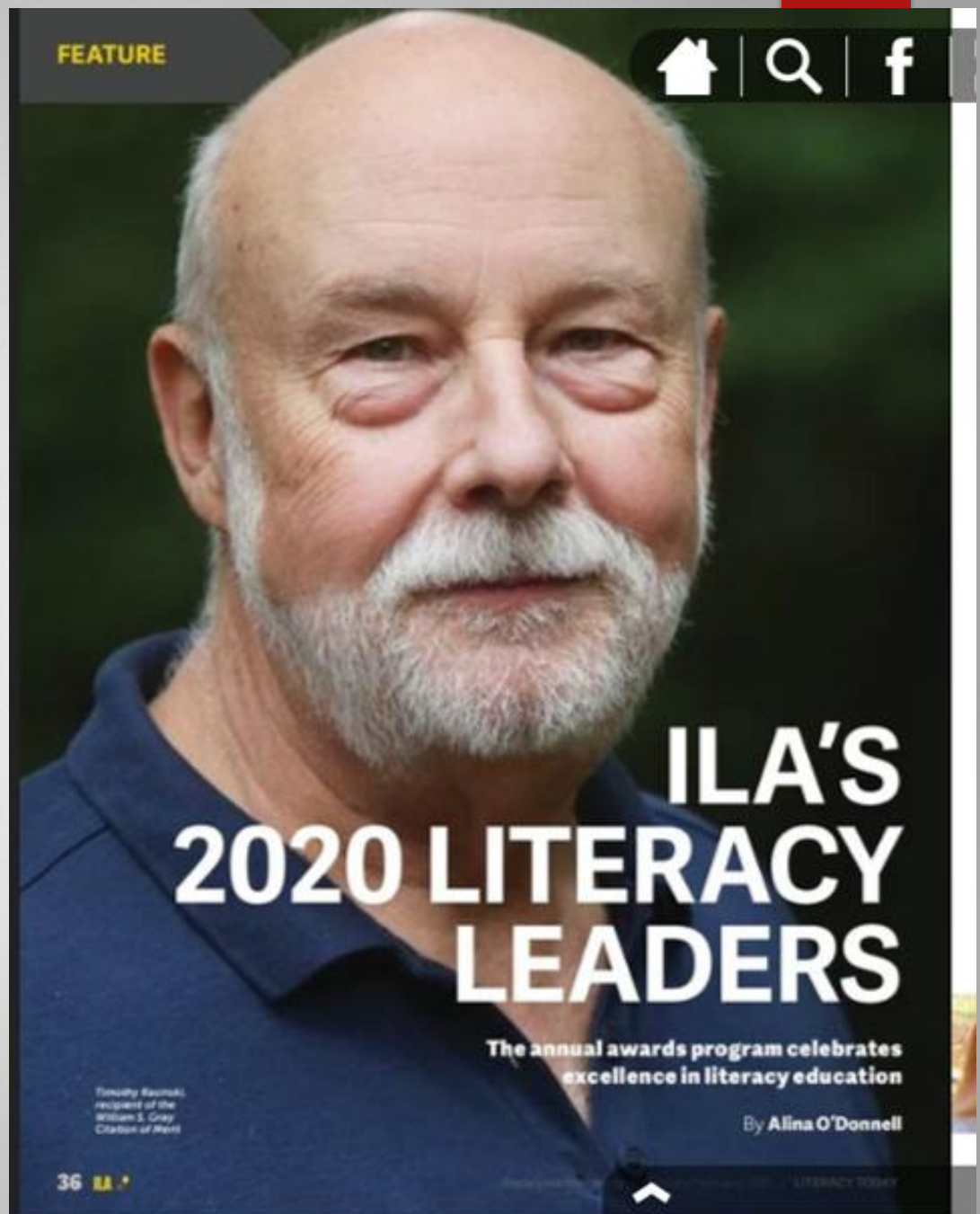
SCIENCE OF READING

**I am a Scientist –
about 200 research
articles published
in refereed journals**

**2010 International
Reading Hall of
Fame**

**2019 William S.
Gray Award, ILA**

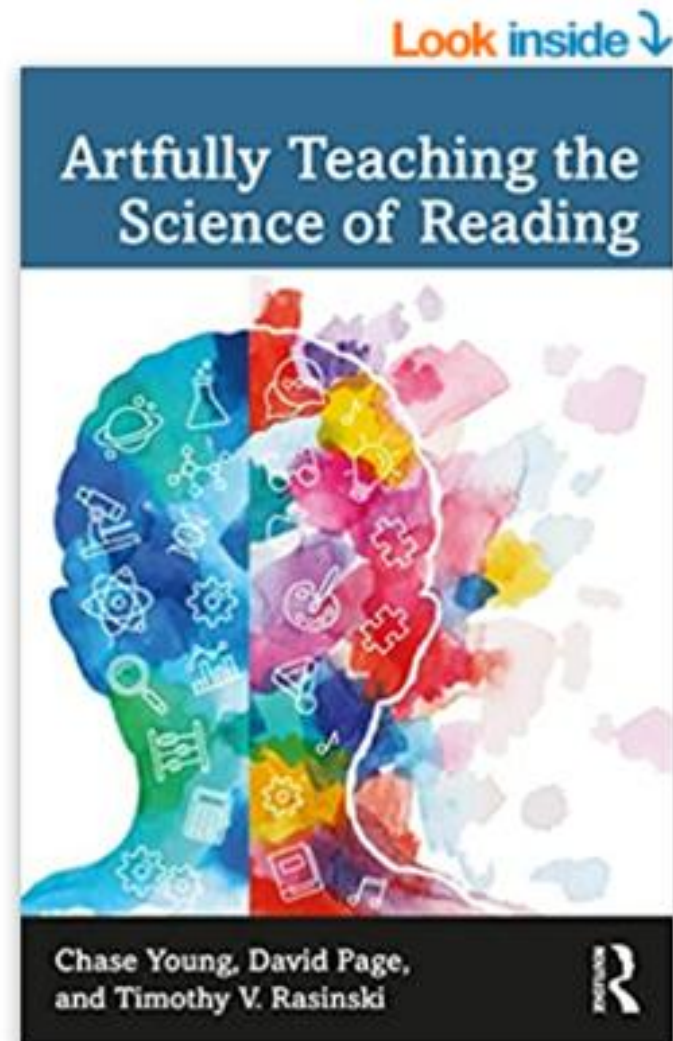
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THE PROBLEM

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STUDENT ACHIEVEMENT

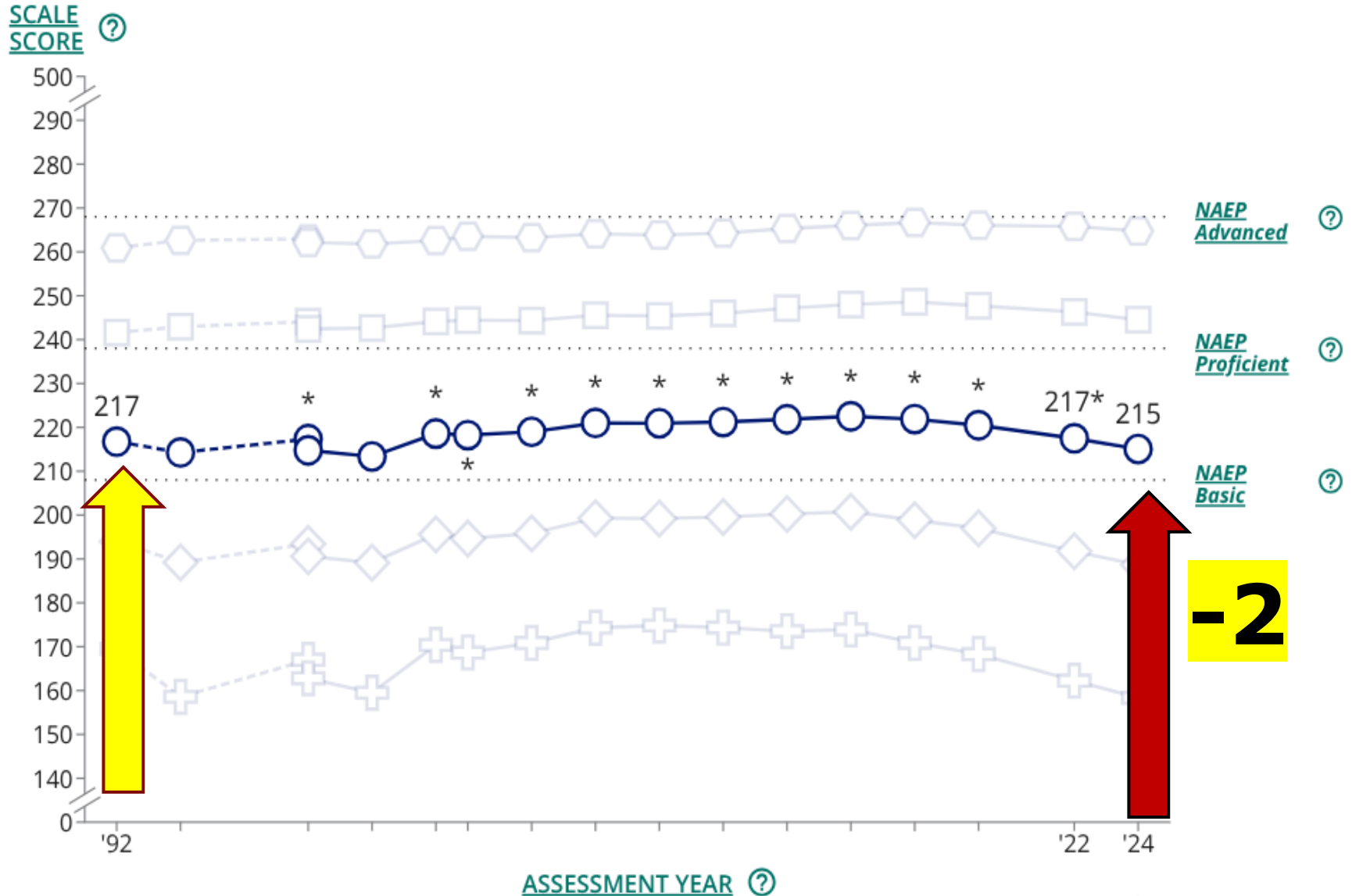
Reading Scores Fall to New Low on NAEP, Fueled by Declines for Struggling Students

Math scores slightly up in grade 4, stagnant in grade 8



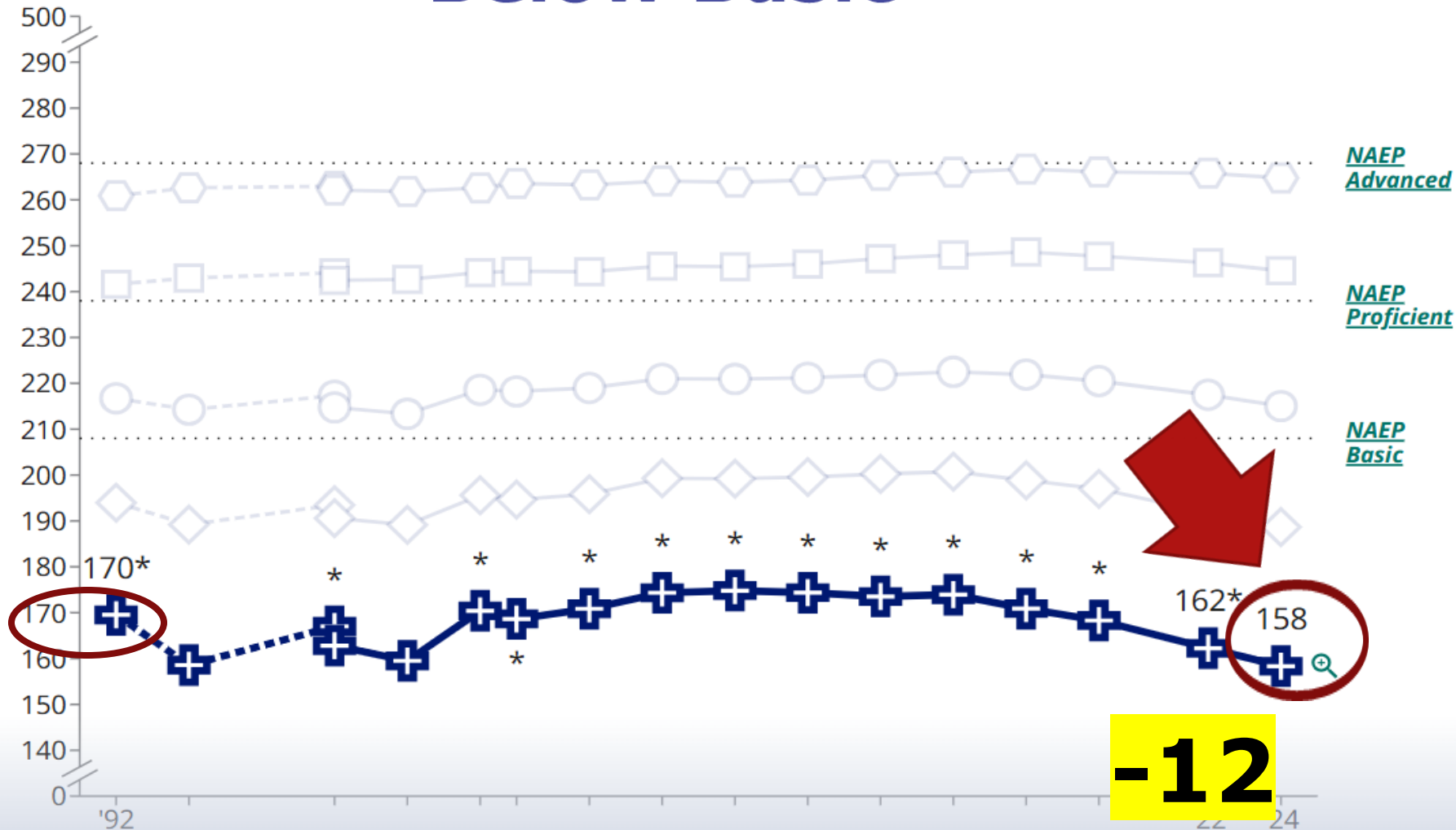
By [Sarah Schwartz](#) — January 29, 2025 ⌚ 8 min read

Trend in Fourth Grade NAEP Reading Average



Trend in **Fourth** Grade NAEP Reading Average- "Below Basic"

SCALE
SCORE ?





WHY?

Lack of Systematic Phonics

Hard Words

Emily Hanford

Why aren't kids being taught to read?



Active View of Reading – 2021

This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.

Effect Size: 0.46

ACTIVE SELF REGULATION

Motivation and engagement
Executive function skills

Strategy use
(word recognition strategies,
comprehension strategies,
vocabulary strategies, etc.)

WORD RECOGNITION

Phonological awareness
(syllables, phonemes, etc.)
Alphabetic principle
Phonics knowledge
Decoding skills
Recognition of words at sight

Effect Size: 0.44

BRIDGING PROCESSES

Print concepts
Reading fluency
Vocabulary knowledge
Morphological awareness
Graphophonological-semantic
cognitive flexibility
(letter-sound-meaning
flexibility)

Effect Size: 0.70

LANGUAGE COMPREHENSION

Cultural and other content knowledge
Reading-specific background knowledge
(genre, text features, etc.)
Verbal reasoning
(inference, metaphor, etc.)
Language structure
(syntax, semantics, etc.)
Theory of mind

Effect Size: 0.62

READING

Active View of Reading – 2021 (Duke & Cartwright)



“Play is the highest
form of research.”

-Albert Einstein



STUDENT ENGAGEMENT

Does Our Natural Affinity for Games Have a Place in the Classroom?

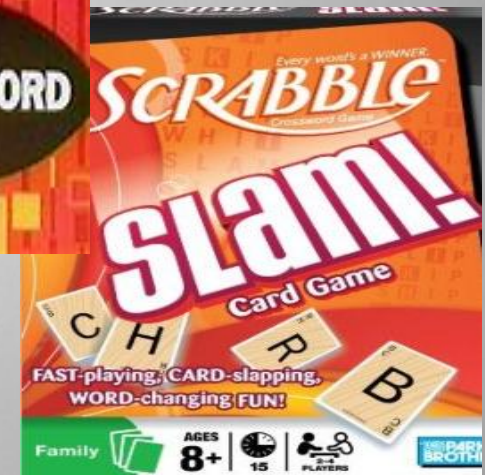
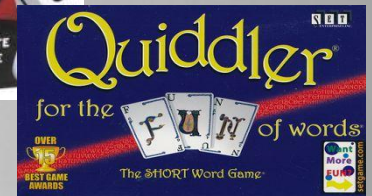
When one teacher organized his students into teams of competing barbarians, they embraced learning about ancient Rome.

By [Adam Moler](#)

January 8, 2021



Word Games



KATHLEEN SAXE

WORD GAME

TODAY'S WORD - JASMINE

(JASMINE: JAZ-min: A shrub or vine of the olive family.)

Average mark 13 words

Time limit 30 minutes

Can you find 18 or more words in JASMINE?
The list will be published tomorrow.

KATHLEEN SAXE

WORD GAME

TODAY'S WORD - JASMINE

(JASMINE: JAZ-min: A shrub or vine of the olive family.)

Average mark 13 words

Time limit 30 minutes

Can you find 18 or more words in JASMINE?

The list will be published tomorrow.

Mine

Jane

Sane

Mane

Same

Name

Sin

Main

Sine

Jeans

Mean

Jam

Sam

Inseam

WORDO

unlock	unfinished	undone
unlike	unwrapping	unknown
undo	unsafe	unusual

WORDO (4x4)

W	O	R	D

pp. 6-7 HO

WORDO (5x5)

W	O	R	D	O!

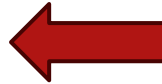
WORDO!

WORDO is a word game that is played in a similar manner as BINGO. Here is how it is played:

- 1) Provide each student with a blank WORDO! card (either 4x4 or 5x5).
- 2) Provide students with target words you wish to review with them. These can be words related to a particular subject area or words that you want your students to learn to recognize more accurately and automatically. If using a 4x4 card, present students with 15-20 words; for the 5x5 card, present students with the 24-30 words. The words should be put on display (on the chalk or white board) for all the students to see.
- 3) Students then write one word in each box. If using 15 words for the 4x4 card or 24 words for the 5x5 card, one box on each card should be designated the "FREE" box. If you have more target words on display than there are boxes, students will have to leave some of the words off their grid. They get to choose which words to choose and which to leave out.
- 4) Once their cards are filled with words it is time to play WORDO! You, as the teacher, should initially act as the Master of Ceremonies. You randomly



Word Ladders/Word Chains (A Word Building Game)



Focusing Attention on Decoding for Children With Poor Reading Skills: Design and Preliminary Tests of the Word Building Intervention

Bruce McCandliss

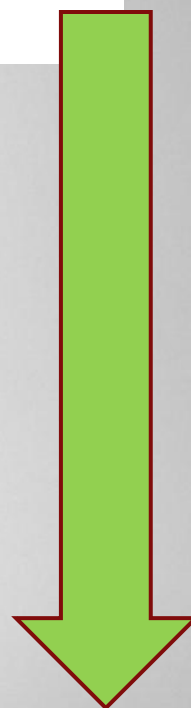
Weill Medical College of Cornell University

Isabel L. Beck, Rebecca Sandak, and Charles Perfetti

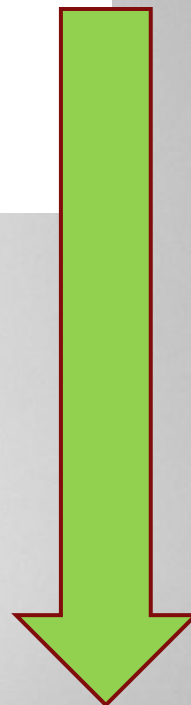
University of Pittsburgh

This study examined the reading skills of children who have deficient decoding skills in the years following the first grade and traced their progress across 20 sessions of a decoding skills intervention called Word Building. Initially, the children demonstrated deficits in decoding, reading comprehension, and phonemic awareness skills.

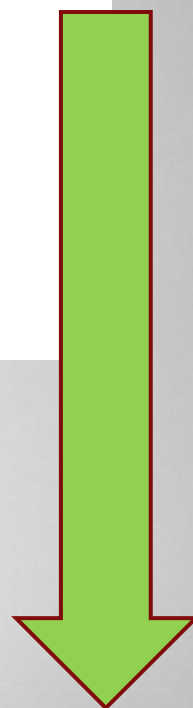
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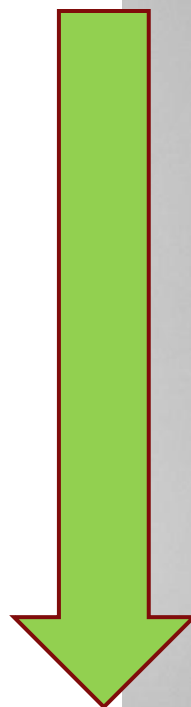
p a s t
p a t



p	a	s	t
	p	a	t
	p	o	t



p	a	s	t
	p	a	t
	p	o	t
	p	o	p
	t	o	p
s	t	o	p



s a t
s a p
t a p
t o p
s t o p
t o p

t o t
p o t
p a t
s a t
s p a t
p a t s

p a s t
p a t
p o t
p o p
t o p
s t o p

RESULTS



“Relative to children assigned to a randomly assigned control group, children assigned to the (word ladder) intervention ... demonstrated significantly greater improvement in standardized tests of **phonological awareness, word decoding,...**”

RESULTS

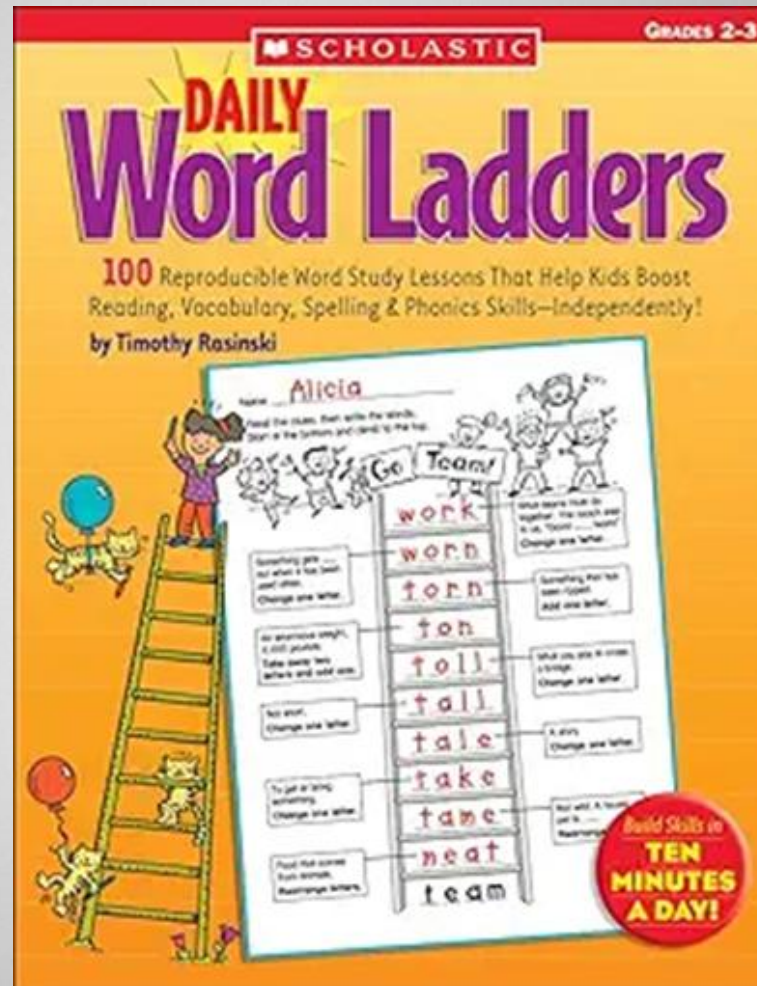


“Relative to children assigned to a randomly assigned control group, children assigned to the (word ladder) intervention ... demonstrated significantly greater improvement in standardized tests of **phonological awareness, word decoding, and comprehension.**”

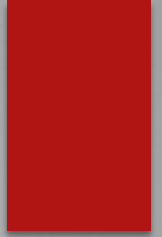
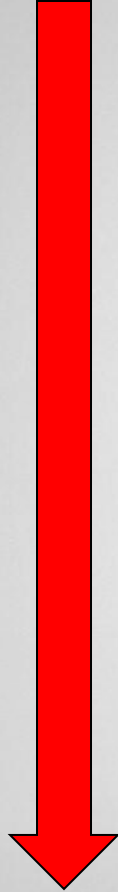
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Let's Give It a Go...

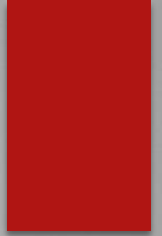
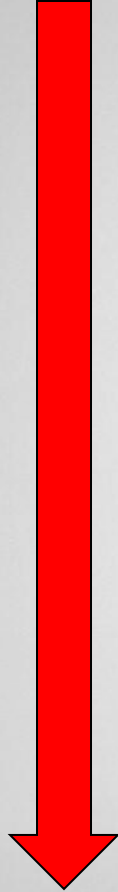


Kin



Kin

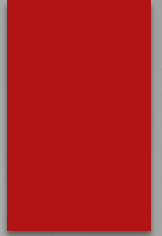
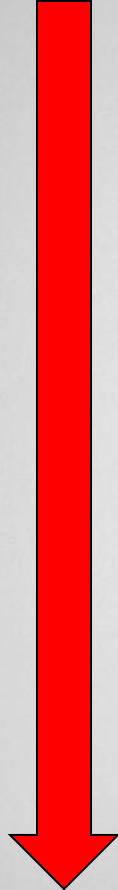
Pin



Kin

Pin

Pan

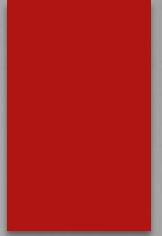
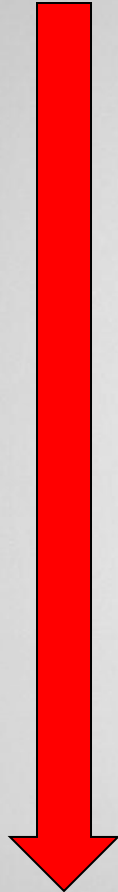


Kin

Pin

Pan

Nap



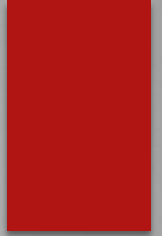
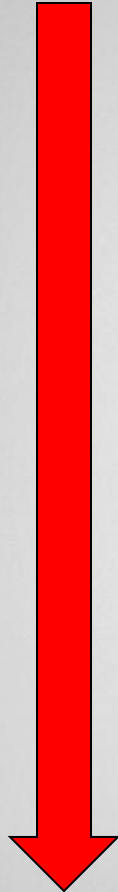
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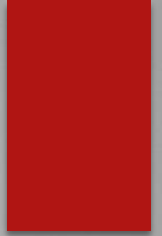
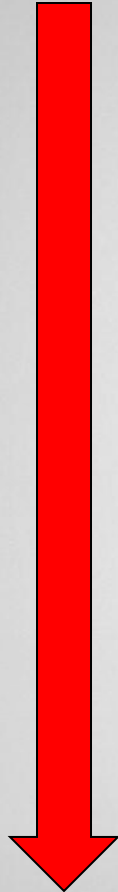
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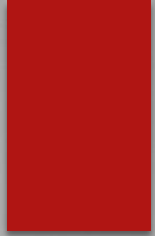
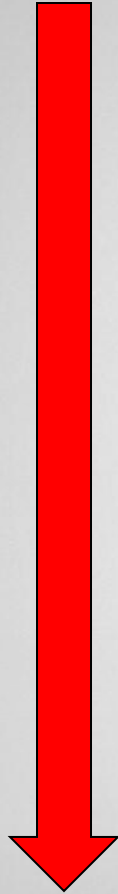
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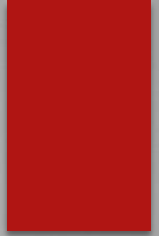
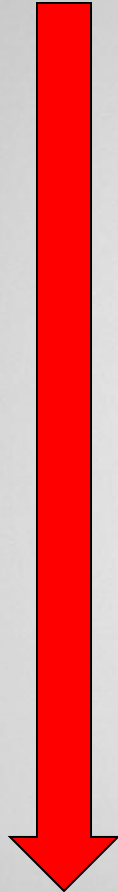
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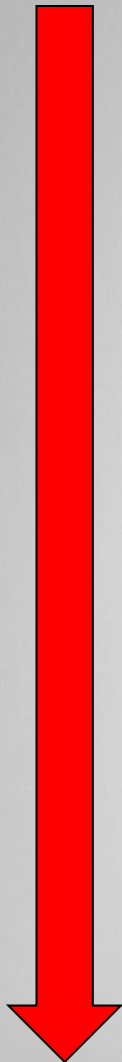
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Pump



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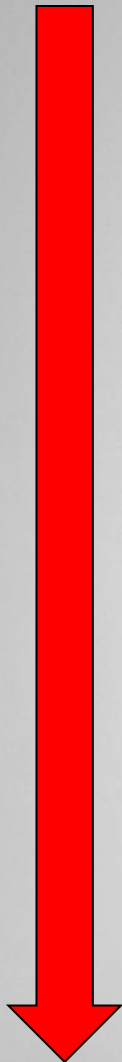
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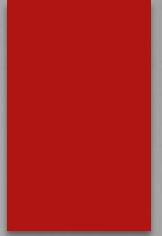
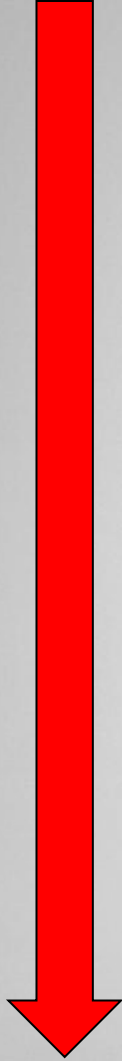


Planet

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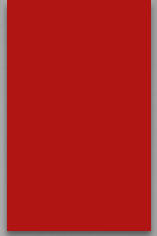
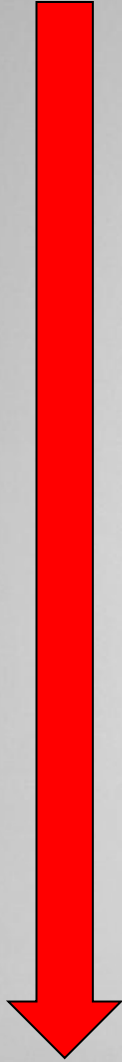
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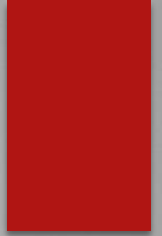
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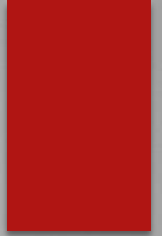
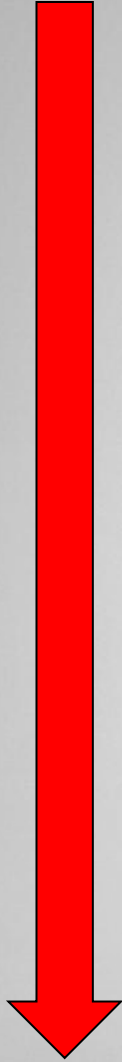
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Planet

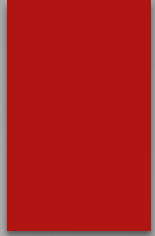
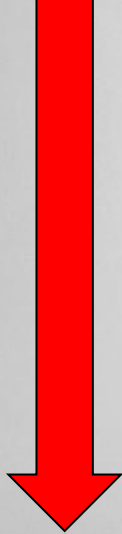
Plane

Plan

Pan

Pin

Gin



Planet

Plane

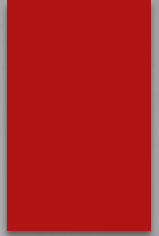
Plan

Pan

Pin

Sin

Sip



Planet

Plane

Plan

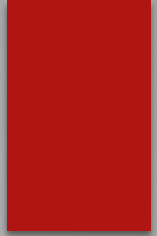
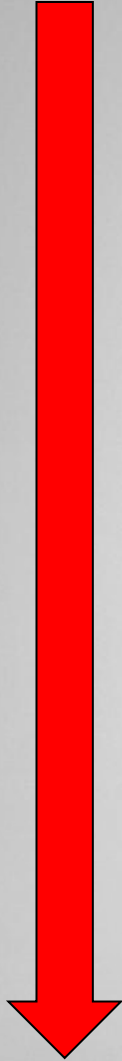
Pan

Pin

Sin

Sip

Sit



Planet

Plane

Plan

Pan

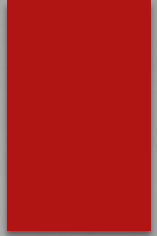
Pin

Sin

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Sit

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Planet

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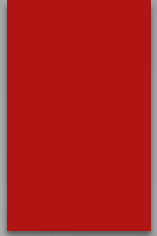
Sin

Sip

Sit

Hit

Hat



Planet

Plane

Plan

Pan

Pin

Sin

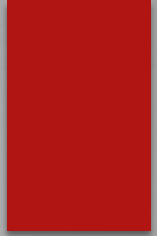
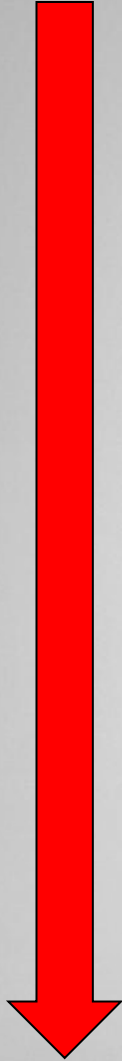
Sip

Sit

Hit

Hat

Heat



Planet

Plane

Plan

Pan

Pin

Sin

Sip

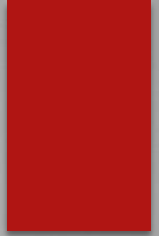
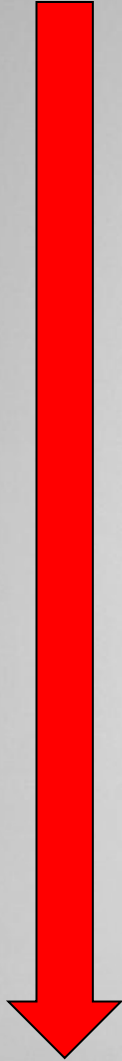
Sit

Hit

Hat

Heat

Heart



Planet

Plane

Plan

Pan

Pin

Sin

Sip

Sit

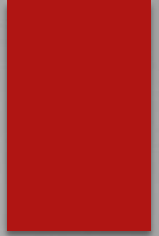
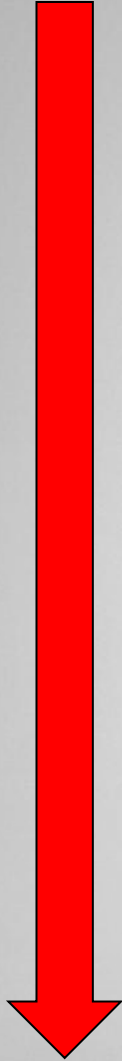
Hit

Hat

Heat

Heart

Hearth



Planet

Plane

Plan

Pan

Pin

Sin

Sip

Sit

Hit

Hat

Heat

Heart

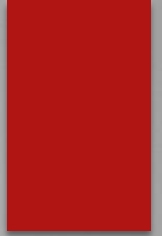
Hearth



Earth



- ▶ **Trick**
- ▶ **Track**
- ▶ **Trace**
- ▶ **Brace**
- ▶ **Grace**
- ▶ **Grate**
- ▶ **Great**
- ▶ **????**



- ▶ Trick
- ▶ Track
- ▶ Trace
- ▶ Brace
- ▶ Grace
- ▶ Grate
- ▶ Great
- ▶ **Treat**

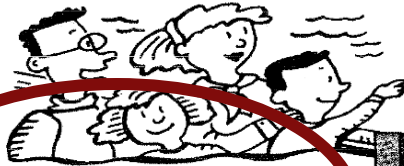


- ▶ Give
- ▶ Live
- ▶ Love
- ▶ Lone
- ▶ Lane
- ▶ Mane
- ▶ Man
- ▶ Ran
- ▶ Rank
- ▶ Hank
- ▶ Thanks

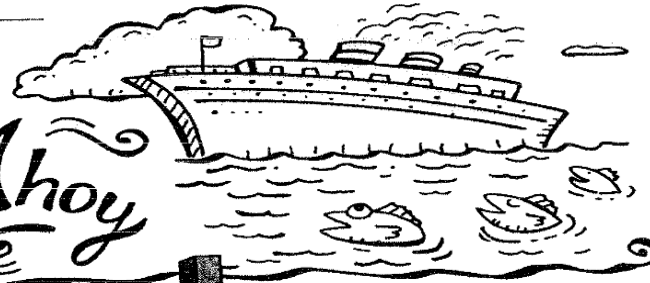


Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



Ship Ahoy



A group of ships.
Change one letter.

A piece of paper.
Change one letter.

What you do at night.
Change one letter.

When you walk, you
first take a ____.
Change one letter.

A store.
Change one letter.

Partly frozen rain.
Change one letter.

Animals that give
us wool.
Change one letter.

A sharp slope uphill.
I'm tired because that
hill was ____.
Add one letter.

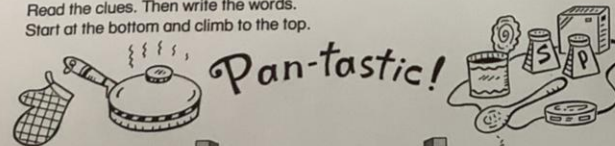
Opposite of go.
Change one letter.

s h i p

p. 8 HO

Name Taylor short a

Read the clues. Then write the words.
Start at the bottom and climb to the top.



Pan-tastic!

A boy grows up to become a ____.
Change the first letter.

This blows air to cool you down.
Change the first letter.

A metal food container
Change the first letter.

p a n

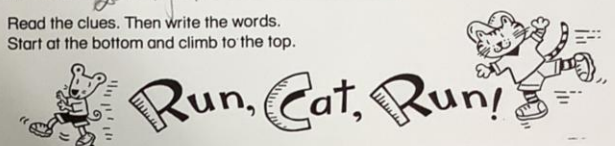
c a n

f a n

m a n

Name Taylor short a

Read the clues. Then write the words.
Start at the bottom and climb to the top.



Run, Cat, Run!

This is used to hit a baseball.
Change the first letter.

A small rug
Change the first letter.

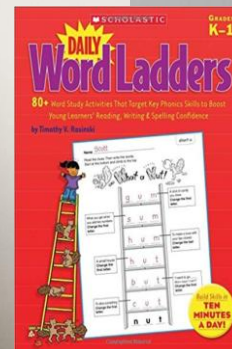
"The puppy ____ on my lap."
Change the first letter.

c a t

s a t

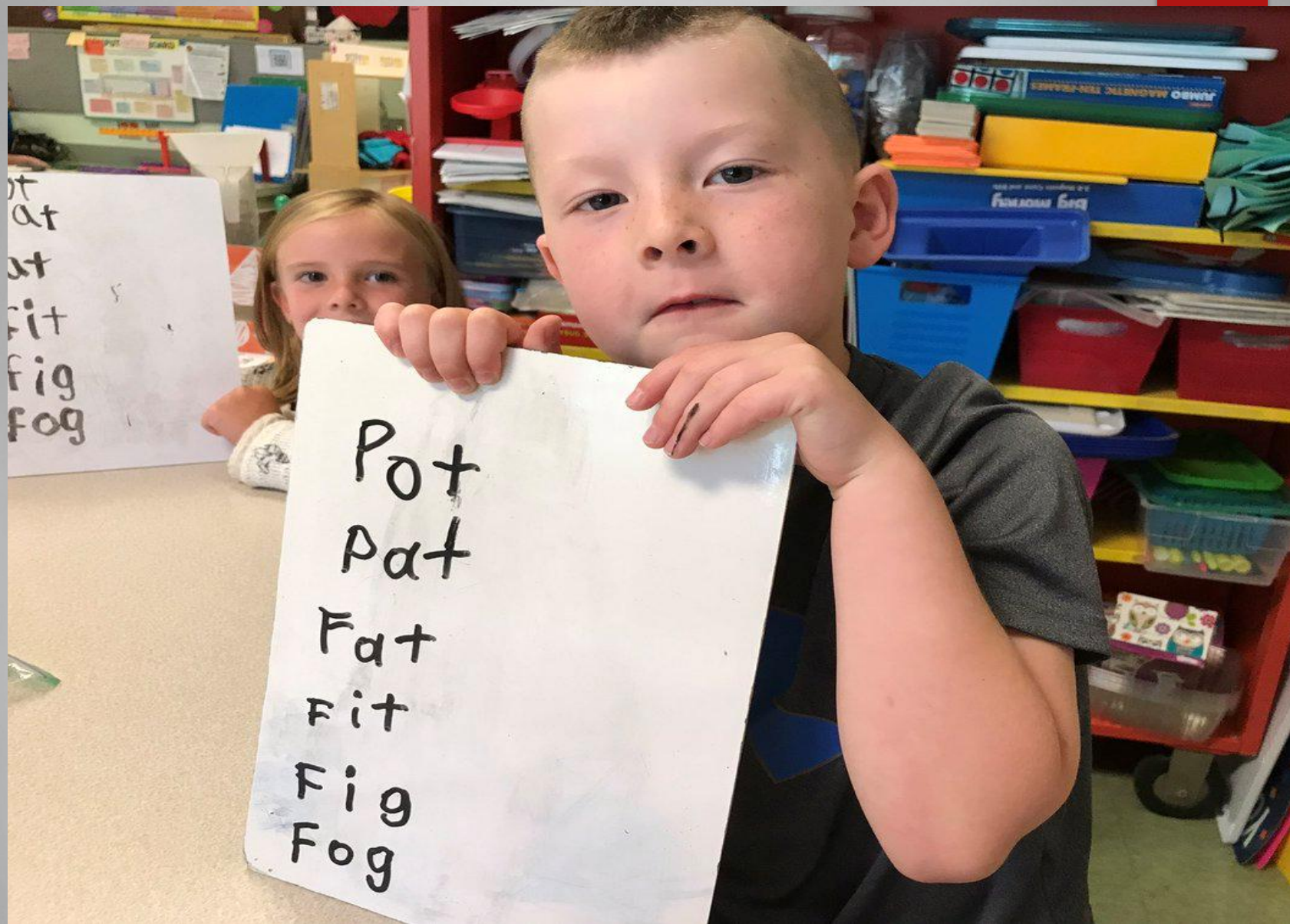
m a t

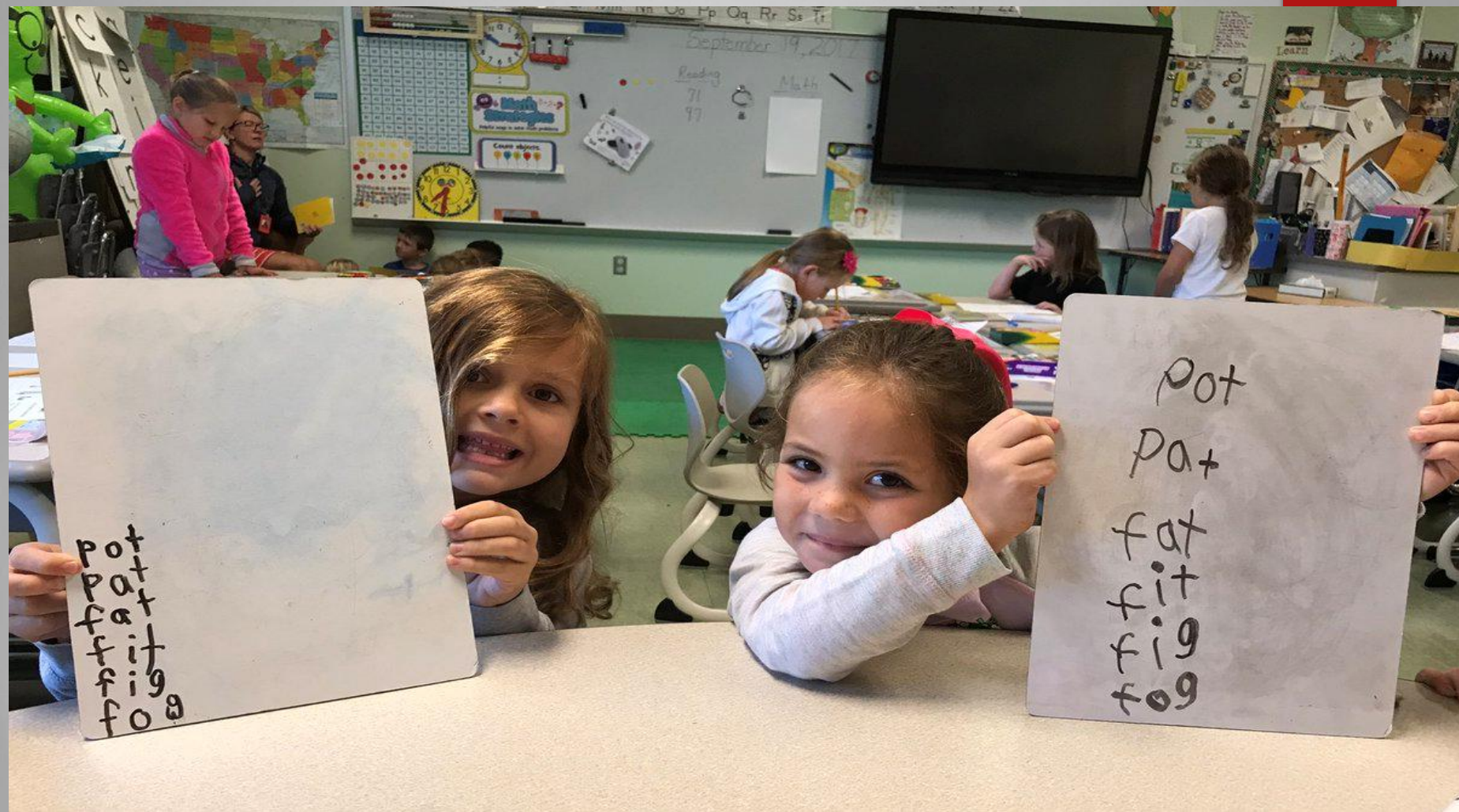
b a t



Hello Dr. Rasinski! I am a kindergarten teacher in Mercer County, WV. I attended your professional development on phonics and vocabulary and recently tried word ladders for the first time.....HUGE SUCCESS! The students loved it and immediately asked to complete a second ladder (which we did!). I am very surprised at how much they enjoyed the activity and thrilled with their ability to complete it with very few hints or assistance. Thank you for this wonderful teaching aid.

Michelle Redman





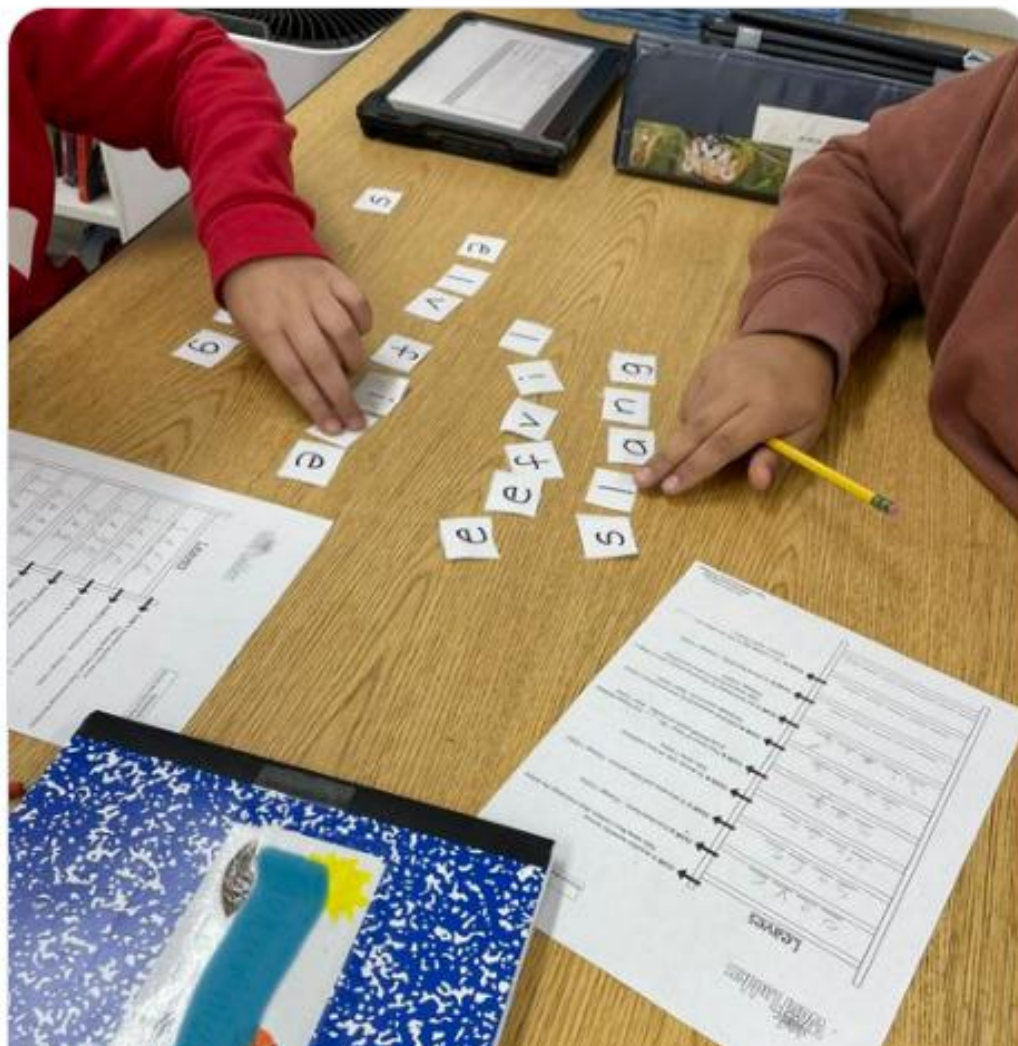




Melissa Graham @msmlgraham · 1h

Thank you [@TimRasinski1](#) for sharing your word ladders!!
My students enjoy doing them. Today we added letter tiles to better
manipulate the letters.

[@CulbrethCougars](#)





Thanks for all these!! I love activities that motivate kids (and caregivers!) to dig into the internal structure of words!!

Paul Wilson. Former Assistant Director - Center for the Study of Reading at University of Illinois at Urbana

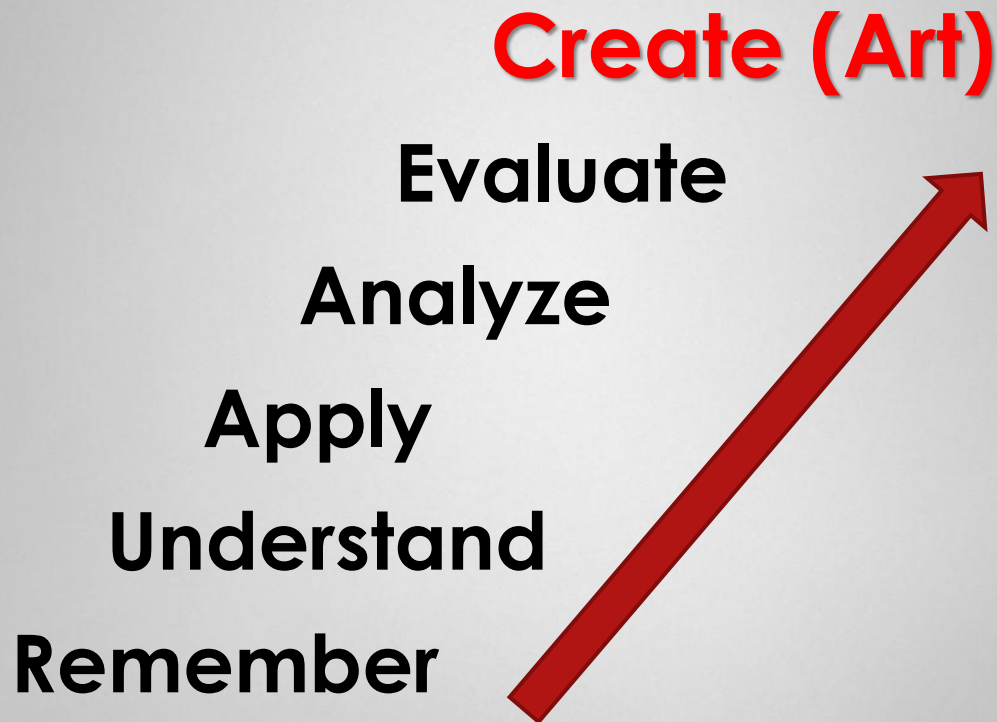


Thanks for all these!! I love activities that motivate kids (and caregivers!) to dig into the internal structure of words!!

“Orthographic Mapping”

Paul Wilson. Former Assistant Director - Center for the Study of Reading at University of Illinois at Urbana

Bloom's Taxonomy

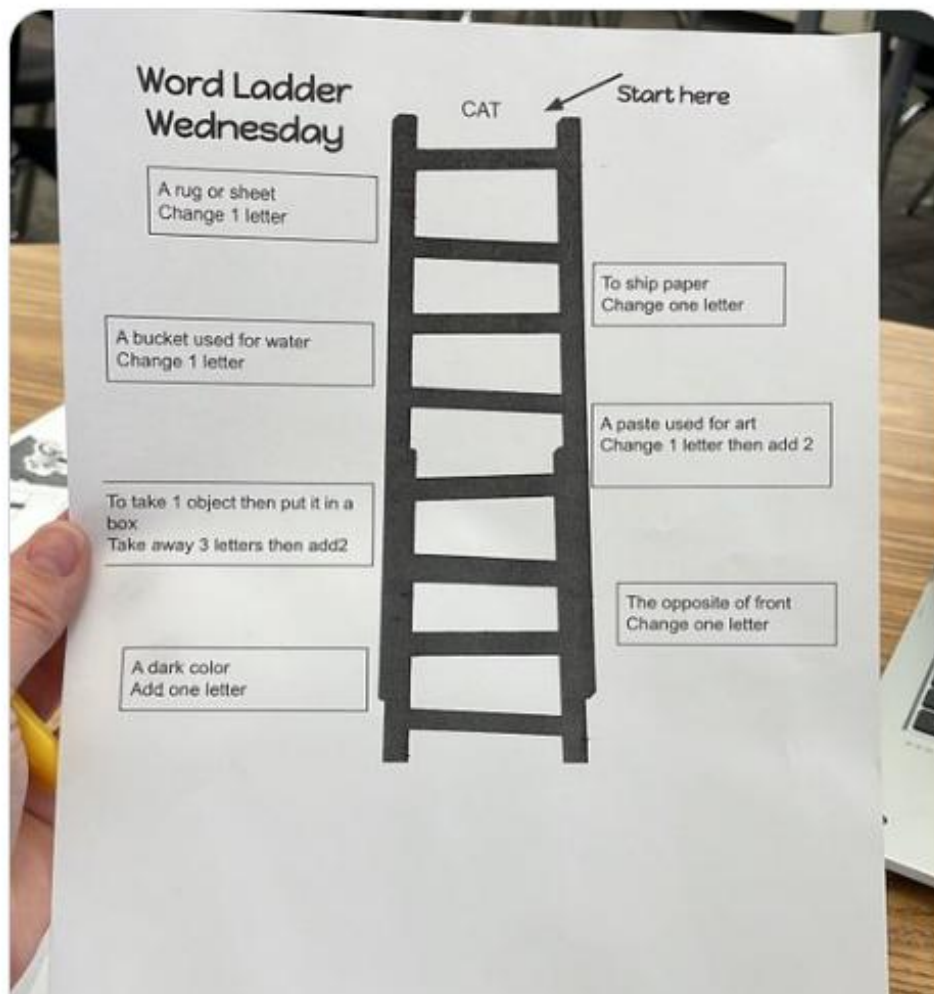
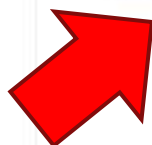




Amanda Fox @Mrs_Foxsays · 4h

...

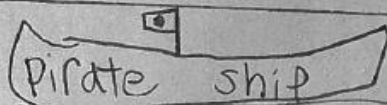
When your students LOVE Word Ladder Wednesday so much they start creating their own @TimRasinski1 #teacherheatfull #wordladderwednesday #scholars



ome **Max. G**

Read the clues, then write the words.
Start at the bottom and climb to the top.

Super Effort

Pirate ship

An air
or water
vehicle

change one
letter
a nickname
rhymes with
rip

a weapon
change two
letters and
add one

something that
surrounds your
mouth
one letter change

When a fruit
or vegetable
are done
they are
— rearrange
the letters
and take away two

S h i p

ch i p

P i p

n i p

w h i p

t i p

L i p

F i p

r i p e

Pirate

a food

change one
letter then
above the add one
legs

take away
one letter

the mouth
surrounds
change one
letter

to something
such as
paper
take away
one letter

Read the clues, then write the words.
Start at the bottom and climb to the top.

Brooke



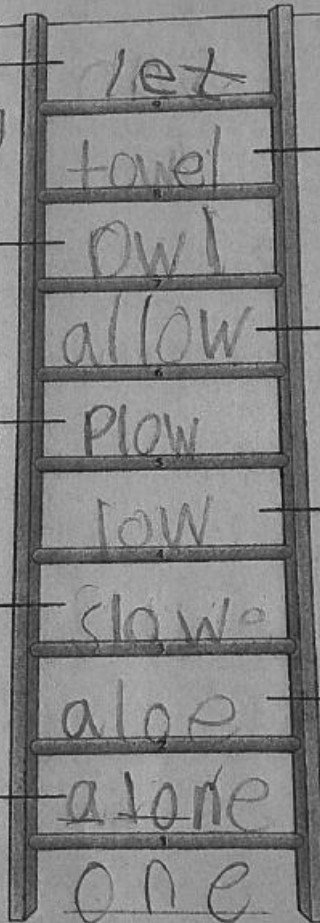
Someone
doing sunning
Take away
2

a bird
take away
2 letters

a farming
tool
1 letter

Not fast
changing
1 letters

when
you are
by your
self
2



Something
you dry
your hands
on a towel
2 letters

Something
your nose
lets you
do take away
2

NOT
hide but
take away
4 letters

sun
brr
rule
take away
1

SHARKS

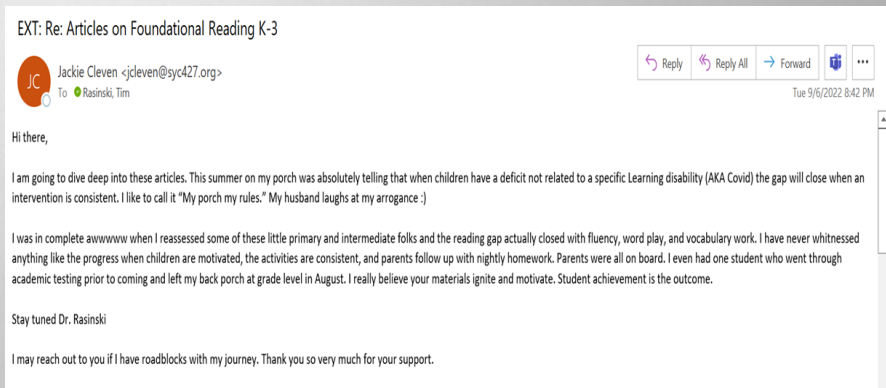
<u>F</u> <u>I</u> <u>S</u> <u>H</u>	change two letters an inhabitant of the ocean
<u>F</u> <u>U</u> <u>S</u> <u>S</u>	change 3 letters no complaint
<u>F</u> <u>O</u> <u>I</u> <u>K</u>	change one letter my great home Remove one letter
<u>C</u> <u>L</u> <u>O</u> <u>A</u> <u>K</u>	A half cape hdt coat coat change one letter add one letter
<u>S</u> <u>O</u> <u>A</u> <u>K</u>	To keep in water add one letter
<u>O</u> <u>A</u> <u>K</u>	A type of tree change one letter Remove one two
<u>Q</u> <u>U</u> <u>A</u> <u>K</u> <u>E</u>	To shake remove 1 letter add 2 letters
<u>M</u> <u>A</u> <u>K</u> <u>E</u>	To Produce Remove one letter move one letter Add one letter
<u>M</u> <u>A</u> <u>R</u> <u>K</u>	A line Add one letter
<u>A</u> <u>R</u> <u>K</u>	A large boat remove 2 letters
<u>S</u> <u>H</u> <u>A</u> <u>R</u> <u>K</u>	

I was in complete awwwww when I reassessed some of these little primary and intermediate folks -- the reading gap actually closed with fluency, word play, and vocabulary work. I have never witnessed anything like the progress when children are motivated, the activities are consistent, and parents follow up with nightly homework. Parents were all on board.... I really believe your materials ignite and motivate. Student achievement is the outcome.

Jackie Cleven

2nd Grade (7-8 year olds)

Illinois, USA



All

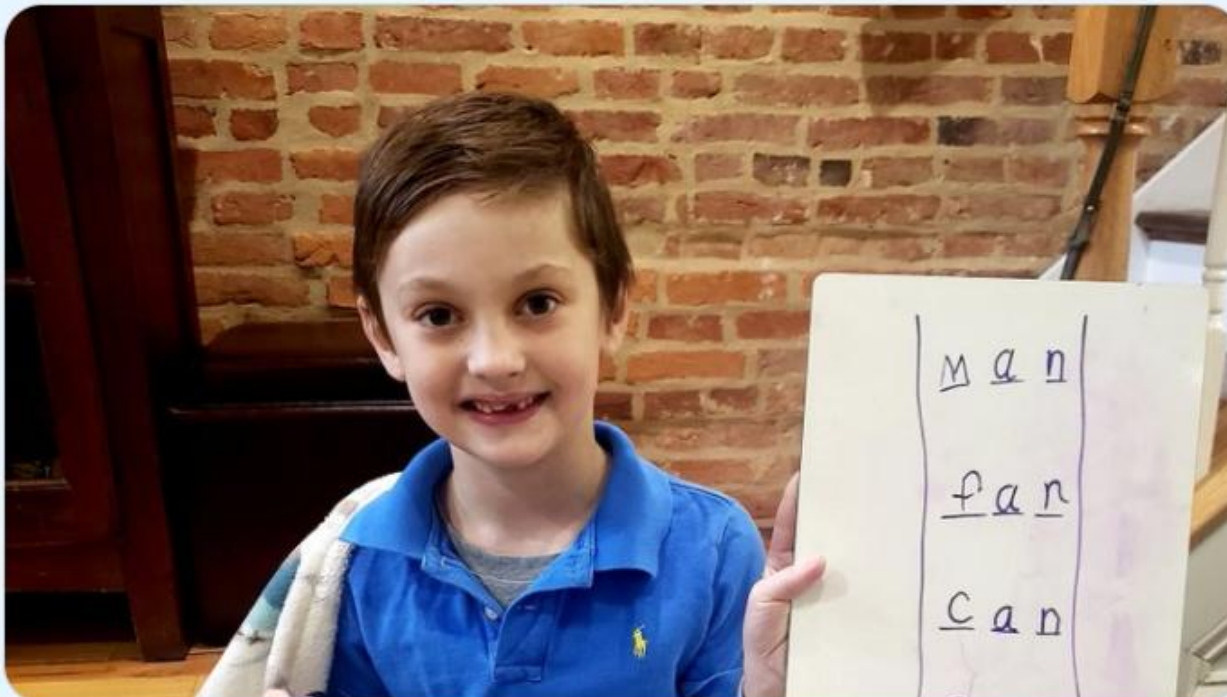
Mentions



Kristen McQuillan @mcglynn3 · 3h

...

This little guy is great about doing extra lessons with Mom, and we have been loving word ladders from [@TimRasinski1](#) for the K/1 level. We can't wait to keep moving up to increasingly complex ladders. It's an easy (and fun!) warm up to get each lesson started.





Tweet



You Retweeted



Kathy James

@MrsKathyJames



Just sent my email! Using your lessons in remote reading intervention K-3 and after years teaching striving readers, I can already tell that this time it's different! The kids are hooked, they want the words, and it's fun! Just what we need right now!

I love ^{fun} beeing in your
class and i love the
word ladder!



Sharon Westerman

@ShayWest4

000

Replying to [@TimRasinski1](#)

Thanks so much! Not just for kids, but my 80+ yo mother will love the word ladders, as crosswords have become too difficult for her

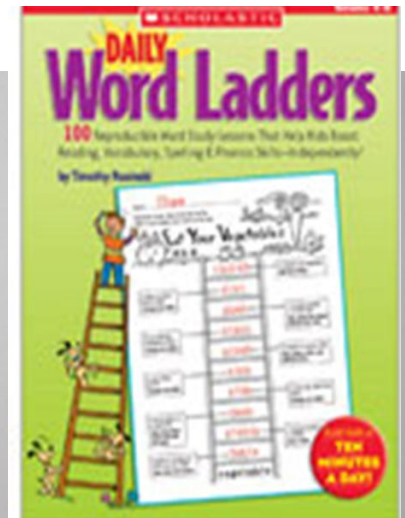
Good morning Tim,

I hope this email finds you well. I am a 4th grade teacher in Midland, Michigan. I was gifted one of your books (4th-6th grade word ladders) from a retiring teacher. I have been utilizing it in my classroom and not only do my students love it, but it has been so beneficial for them as a mixture of critical thinking, spelling, and vocabulary. I am part of a teacher Facebook group, and someone mentioned that you have a newsletter that sends out word ladders. I have scoured the internet in attempt to find out how to sign up, but I have been unsuccessful. Could you please direct me on how to sign up for your newsletter?

Thank you so much!

V/R

Jenaé Turner



Good morning Tim,

I hope this email finds you well. I am a 4th grade teacher in Midland, Michigan. I was gifted one of your books (4th-6th grade word ladders) from a retiring teacher. I have been utilizing it in my classroom and not only do my students love it, but it has been so beneficial for them as a mixture of critical thinking, spelling, and vocabulary. I am part of a teacher Facebook group, and someone mentioned that you have a newsletter that sends out word ladders. I have scoured the internet in attempt to find out how to sign up, but I have been unsuccessful. Could you please direct me on how to sign up for your newsletter?

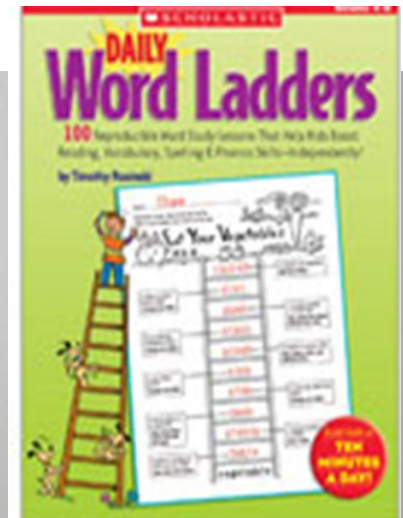
Thank you so much!

V/R

Jenaé Turner

**Send me an email for
weekly word ladders:**

trasinsk@kent.edu



10



Start with "Be" and go to "Valentine"

Answer Key:

Be → **CLUE:** Another word for "I"; Opposite of you. Change 1 letter.

Me → **CLUE:** Possessive form of "me." ____ soup is cold. Change 1 letter.

My → CLUE: A word that means near or next to something. Change 1 letter.

By → CLUE: To purchase something. Add 1 letter.

Buy → **CLUE:** A friend; also part of a plant that begins to form into a leaf.
Change 1 letter.

Bud → **CLUE:** To make an offer for something, as in an auction. Change 1 letter.

Bid → **CLUE:** A container or box for storing items. Change 1 letter.

Bin → **CLUE:** A metallic substance, used in the past to make cans for food storage. Change 1 letter.

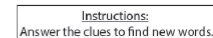
Tin → **CLUE:** The sharp projecting part of a fork. Add 1 letter.

Time → **CLUE:** A saint associated with love. Add 5 letters to the front.

Valentine Combine words 1, 3, and 11 to get a secret message!

More Word Ladders at: <https://bit.ly/wordladder>

<https://www.timrasinski.com/blog.html>



→ **CLUE 1:** Another word for "I"; Opposite of you.
Change 1 letter.

→ **CLUE 2:** Possessive form of "me." ____ soup is cold.
Change 1 letter.

→ **CLUE 3:** A word that means near or next to something. Change 1 letter.

→ **CLUE 4:** To purchase something. Add 1 letter.

→ **CLUE 5:** A friend; also part of a plant that begins to form into a leaf. Change 1 letter.

→ **CLUE 6:** To make an offer for something, as in an auction. Change 1 letter.

→ **CLUE 7:** A container or box for storing items.
Change 1 letter.

→ **CLUE 8:** A metallic substance, used in the past to make cans for food storage. Change 1 letter.

→ **CLUE 9:** The sharp projecting part of a fork.
Add 1 letter.

→ **CLUE 10:** A saint associated with love.
Add 5 letters to the front.

Combine words 1, 3, and 11 to get a secret message!

More Word Ladders at:
<https://bit.ly/wordladder>
<https://www.timrasinski.com/blog.html>

Word Ladder Wednesday
Email, Twitter Facebook

Fluency Friday

I Love You

(1ST VOICE)

I love you.

I love you three.

I love you lots.

I love you first.

I love you louder!!!

I do because I said
it first.

I do because I said
it s-l-o-w.

I love you more than
One hundred thousand
Million billion
Bags of sweets.

I love you everything
Under the sun.

I love you more
Than I can measure.

(2ND VOICE)

I love you too.

I love you four.

I love you more.

I love you longer.

I love you **STRONGER!**

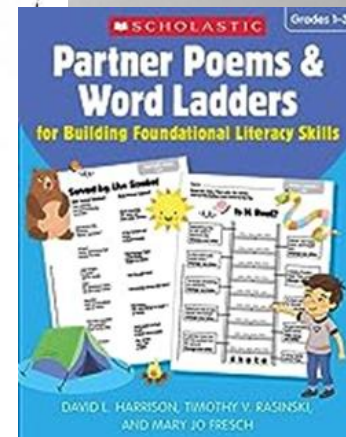
I do because I said it last.

I do because I said it fast.

I love you more than
Two jillion trillion
Zillion quadrillion
Chocolate treats.

I love you everything,
Plus one.

And I love you,
My true love treasure.



DAILY Word Ladders

Saint Patrick's Day

Start with "Saint" and go to "Trick"

Teachers/Parents: Give students clues for each new word; or simply tell them the new word and talk about it after the student makes it.

Answer Key:

- Start** → **Saint** → **CLUE:** A colored liquid used for coloring walls and objects. Change 1 letter.
- Paint** → **CLUE:** The feeling associated with an injury. Subtract 1 letter.
- Pain** → **CLUE:** What a pie is baked in. Subtract 1 letter.
- Pan** → **CLUE:** To strike gently with something flat. Change 1 letter.
- Pat** → **CLUE:** To strike something lightly and repeatedly. Rearrange the letters.
- Tap** → **CLUE:** A device used for catching animals. Add 1 letter.
- Trap** → **CLUE:** To travel from one place to another; also, to stumble. Change 1 letter.
- Trip** → **CLUE:** To put into a neat or orderly condition by clipping. Change 1 letter.
- Trim** → **CLUE:** To deceive or cheat. On Halloween we say ____ or treat. Replace last letter with 2 new letters.
- Trick**

Now, put words 1,5, and 10 together and what do you get?

More Word Ladders at: <https://bit.ly/wordladder>

Word Ladder Wednesday

trasinsk@kent.edu

Word Ladders

Instructions:
Answer the clues to find new words.

Saint

CLUE 1: A colored liquid used for coloring walls and objects. Change 1 letter.

CLUE 2: The feeling associated with an injury. Subtract 1 letter.

CLUE 3: What a pie is baked in. Subtract 1 letter.

CLUE 4: To strike gently with something flat. Change 1 letter.

CLUE 5: To strike something lightly and repeatedly. Rearrange the letters.

CLUE 6: A device used for catching animals. Add 1 letter.

CLUE 7: To travel from one place to another; also, to stumble. Change 1 letter.

CLUE 8: To put into a neat or orderly condition by clipping. Change 1 letter.

CLUE 9: To deceive or cheat. On Halloween we say ____ or treat. Replace last letter with 2 letters.

Now, put words 1,5, and 10 together and what do you get?

DAILY Word Ladders

The illustration shows a whole round pizza on the right and a single slice on the left. Both are topped with pepperoni, mozzarella cheese, and fresh basil leaves. The slice is shown next to a wooden chair leg.

Teachers/Parents: Give students clues for each new word; or simply tell them the new word and talk about it after the student makes it.

Start

Pizza

<https://www.timrasinski.com/blog.html>



Instructions:
Answer the clues to find new words.

Pie

► **CLUE 9:** A favorite Italian dish. Replace the "t" with 2 other letters.

Pizza pie is also a favorite American food.

More Word Ladders at:
<https://bit.ly/wordladder>
<https://www.tinrasinski.com/blog.html>

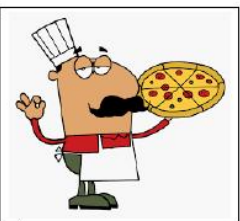
Fluency Friday

Pizza Pie Poetry!

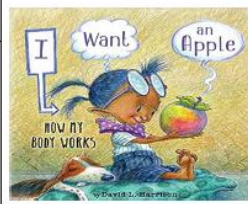
I Want Pizza!
David Harrison

I want pizza,
if you please,
but only thin crust,
just with cheese.
There's nothing else
that I will eat,
unless, I guess,
a little meat –
pepperoni.
sausage, ham,
bits of bacon,
chunks of spam.
Peppers? Yes!
But like I said,
only yellow,
green, and red.
One last thing,
to grant my wish?
I'll only eat it
thick deep dish.

© 2022 David L. Harrison



More by the great David Harrison



Nothin' Says Lovin' like Pizza in the Oven
Cheryl Harness

Happy is the fella
Who's got him a pie - lucky guy! -
Topped w/ sauce & mozzarella!

Throw on some bacon
Or pepperoni, extra cheese - please!
And there's a feast in the makin'!

Oh baybee, that first bite -
Hot cheese goin' all stretchy string
OW! That burnin' hot-mouth sting!
Oh, then that cooled-down pizza delight

Nothin' else can satisfy
Like filling up a belly
With a perfect pizza pie.

© 2022 Cheryl Harness

More by Cheryl Harness – a great book for
African-American History Month (or any
month)!



trasinsk@kent.edu



Arbor Day



Tim Rasinski

627 Tweets



Tim Rasinski @TimRasinski1 · 5h

1 of 3

April 24 - Today is Arbor Day! Today's Word Ladder Lesson celebrates Trees (an early version of Earth Day).

To Print: "Save Image" then "Print"

Pls RETWEET for others parents & teachers to use. Thanks.

[@ILA](#) [@NCTE](#) [@DyslexiaIDA](#) [@weareteachers](#) [@educationweek](#)

Word Ladders

April 24 Arbor Day

Start with "Trees" and go to "Arbor"
Teachers/Parents: Give students clues for each new word; or simply tell them the new word and talk about it after the student makes it.

Answer Key:
Start → Trees → CLUE: What a golfer uses to hold up his golf ball before hitting it. Take away 2 letters.

Word Ladders

Trees

CLUE 1: What a golfer uses to hold up the golf ball before hitting it. Take away 2 letters.

CLUE 2: The most common word in English - "The". Change 1 letter.

CLUE 3: A pronoun referring to a man or boy. Take away 1 letter.

CLUE 4: The name of a piece of cloth which has been.

Content Areas
Grades 2-3

Content Areas
Grades 4+

Karen Vaites and 9 others

DAILY Word Ladders

April 24 Arbor Day



Start with "Trees" and go to "Arbor"

Teachers/Parents: Give students clues for each new word; or simply tell them the new word and talk about it after the student makes it.

Answer Key:

Start

Trees → **CLUE:** What a golfer uses to hold up his golf ball before hitting it. Take away 2 letters.

Tee → **CLUE:** The most common word in English "The." Change 1 letter.

The → **CLUE:** A pronoun referring to a man or boy. Take away 1 letter.

He → **CLUE:** The edge of a piece of cloth which has been turned under and sewn. Add 1 letter.

Hem → **CLUE:** A type of meat from a hog. Change 1 letter.

Ham → **CLUE:** Physical injury or damage. "Eating that food may ____ you." Add 1 letter.

Harm → **CLUE:** A stringed musical instrument, often associated with angels. Change 1 letter.

Harp → **CLUE:** A place on the coast where ships may find shelter. Take away the "p" and add 3 letters to the end.

Harbor → **CLUE:** A grove or garden made up of trees. Take away 1 letter.

Arbor **Great Job!**

More Word Ladders at: <https://bit.ly/wordladder>

<https://www.timrasinski.com/blog.html>

DAILY Word Ladders

Instructions:
Answer the clues to find new words.

Trees

→ **CLUE 1:** What a golfer uses to hold up the golf ball before hitting it. Take away 2 letters.

→ **CLUE 2:** The most common word in English- "The". Change 1 letter.

→ **CLUE 3:** A pronoun referring to a man or boy. Take away 1 letter.

→ **CLUE 4:** The edge of a piece of cloth which has been turned under and sewn. Add 1 letter.

→ **CLUE 5:** A type of meat from a hog. Change 1 letter.

→ **CLUE 6:** To cause physical injury or damage. "Eating that food may ____ you." Add 1 letter.

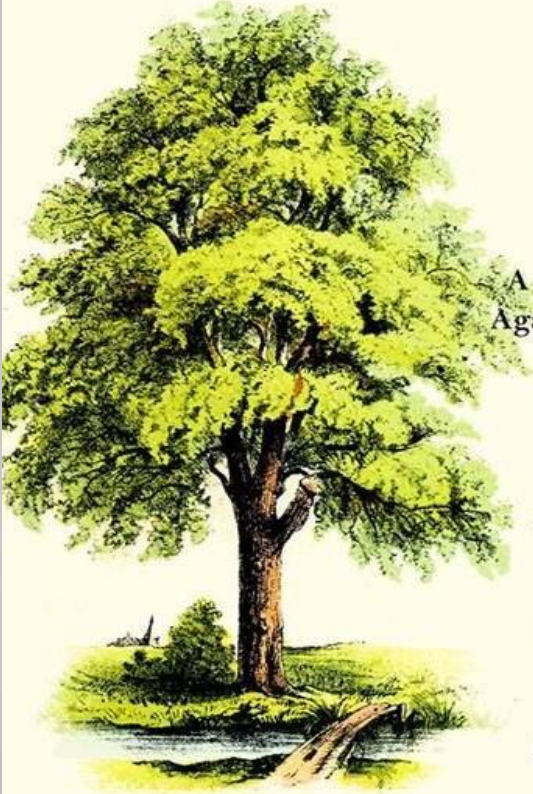
→ **CLUE 7:** A stringed musical instrument, often associated with angels. Change last letter.

→ **CLUE 8:** A place on the coast where ships may find shelter. Take away the "p" and add 3 letters to the end.

→ **CLUE 9:** A grove or garden made up of trees. Take away 1 letter.

More Word Ladders at:
<https://bit.ly/wordladder>
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Follow up with Fluency Friday



TREES
by Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.

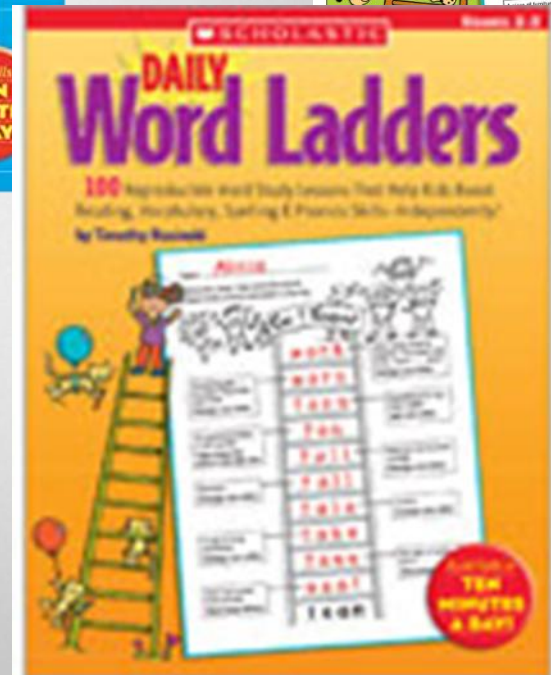
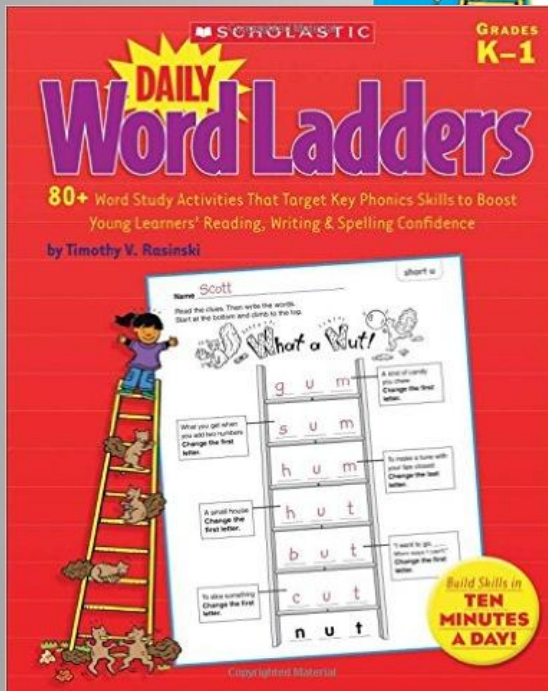
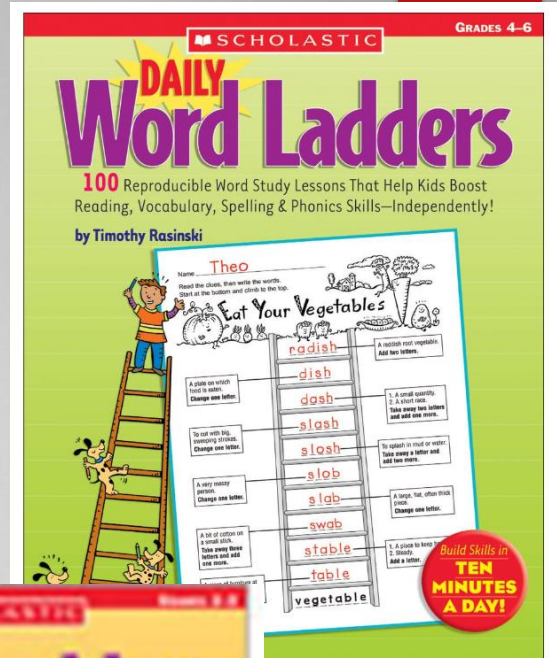
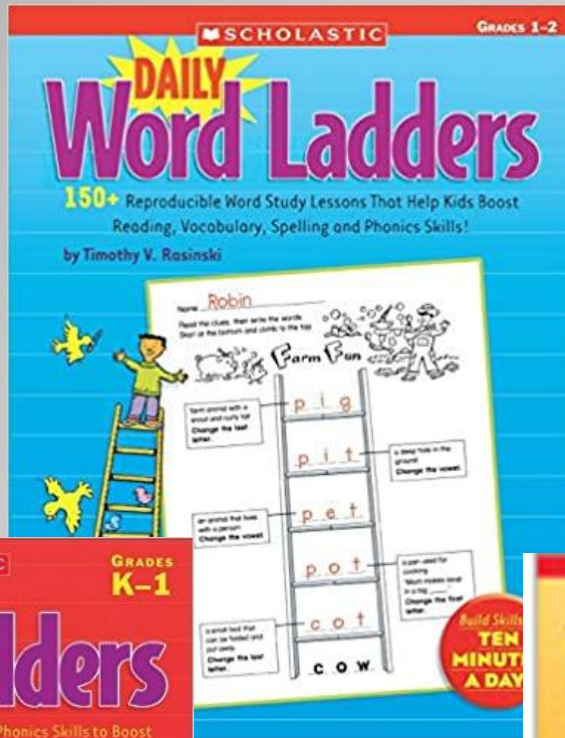
A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

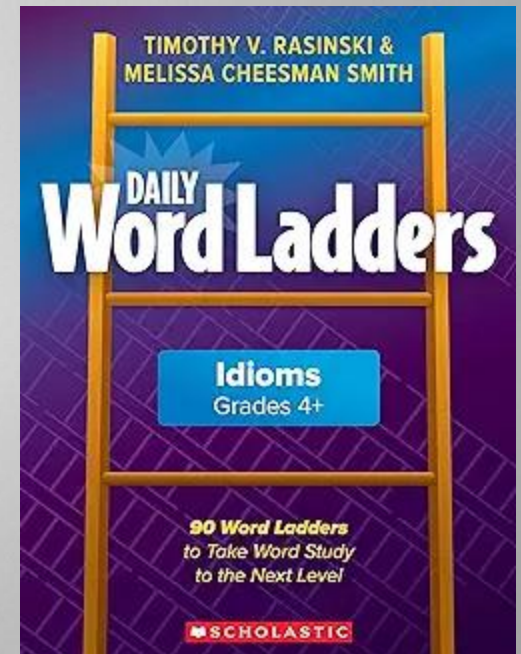
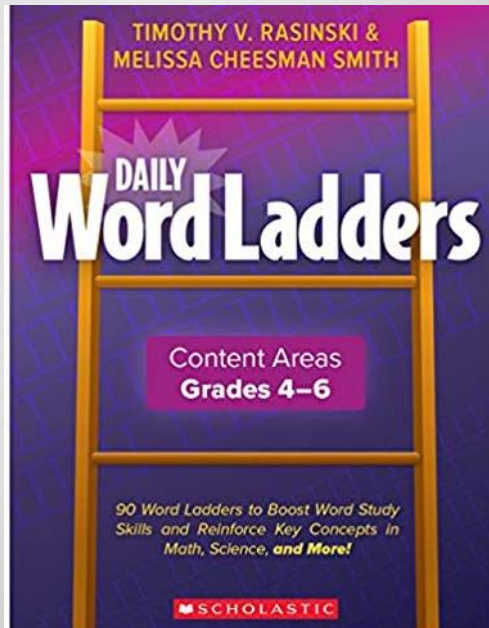
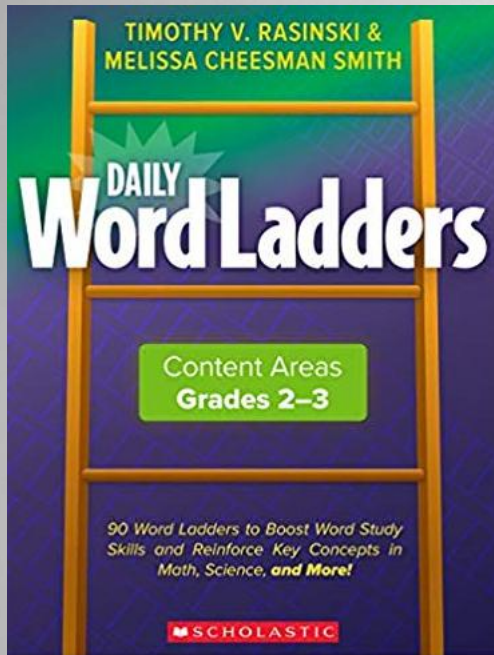
A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.



Daily Word Ladders: Content Areas, Figurative Language





**But It's More
Than Just
Phonics**

FORBES > LEADERSHIP > EDUCATION

Just Adding More Phonics Yields Only Short-Term Gains On Reading Tests

Natalie Wexler Senior Contributor ⓘ

I write about education, cognitive science, and fairness.

Follow

5

Apr 26, 2023, 01:21pm EDT



Listen to article 11 minutes



Active View of Reading – 2021

This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.

Effect Size: 0.46

ACTIVE SELF REGULATION

Motivation and engagement
Executive function skills
Strategy use
(word recognition strategies,
comprehension strategies,
vocabulary strategies, etc.)

WORD RECOGNITION

Phonological awareness
(syllables, phonemes, etc.)
Alphabetic principle
Phonics knowledge
Decoding skills
Recognition of words at sight

Effect Size: 0.44

BRIDGING PROCESSES

Print concepts
Reading fluency
Vocabulary knowledge
Morphological awareness
Graphophonological-semantic
cognitive flexibility
(letter-sound-meaning
flexibility)

Effect Size: 0.70

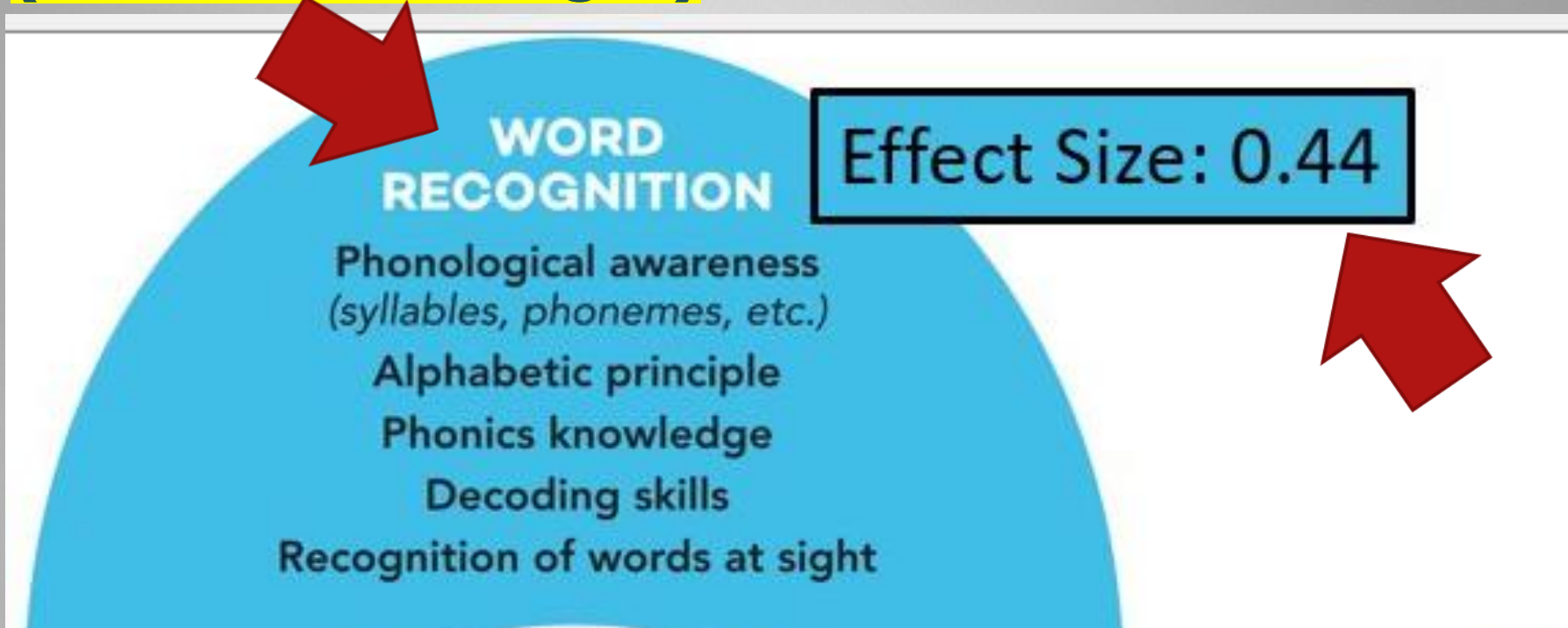
LANGUAGE COMPREHENSION

Cultural and other content knowledge
Reading-specific background knowledge
(genre, text features, etc.)
Verbal reasoning
(inference, metaphor, etc.)
Language structure
(syntax, semantics, etc.)
Theory of mind

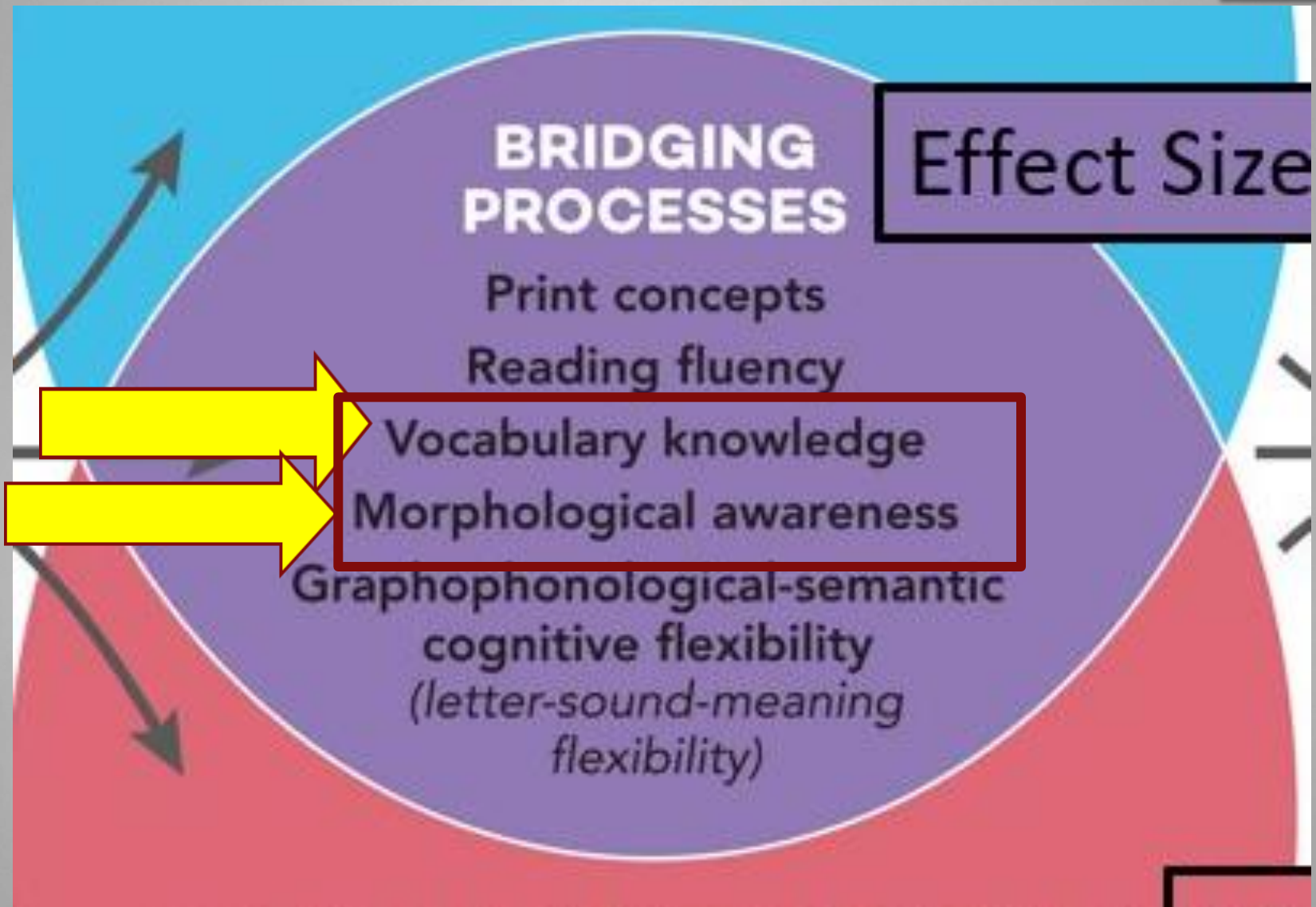
Effect Size: 0.62

READING

Active View of Reading – 2021 (Duke & Cartwright)



Active View of Reading – 2021 (Duke & Cartwright)



Active View of Reading -2021

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READING

A Model of Reading Instruction

Word Study

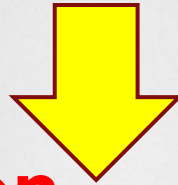
Accuracy in:

Phonics (Word Decoding)

Spelling

Vocabulary

p. 1 HO

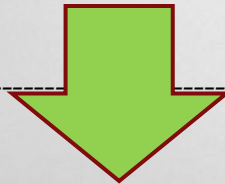


Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)

Surface level



Deep level

Comprehension

Comprehension Strategies

Knowledge

Wordle

S	H	A	R	K

Q	W	E	R	T	Y	U	I	O	P
	A	S	D	F	G	H	J	K	L
ENTER	Z	X	C	V	B	N	M	⌫	

January 28, 2022 • 5 min

What Wordle Reminds Us About Effective Phonics and Spelling Instruction



[Nell K. Duke](#)



Abstract

1. Some
letters are

Games can engage young learners, and help them identify rules and patterns in language all on their own.

INSTRUCTIONAL STRATEGIES

CURRICULUM

January 28, 2022 • 5 min

What Wordle Reminds Us About Effective Phonics and Spelling Instruction



Nell K. Duke



Engaging with phonics and spelling can be highly engaging for children as well. One research-supported instructional technique for developing word reading and spelling called word building is not that different from Wordle. For example, young children might build *sat*, *sap*, *tap*, *top*, *stop*, and so on. Tim Rasinski, a professor of literacy education, incorporates meaning-based clues into word building. For example, from the word “dart,” he asks students to “change one letter to make another word for soil or earth” (dirt).

**Decoding, Encoding,
Vocabulary**

Word Ladders for the Win

By Alaina Weatherford

I have seen a huge increase in my students' overall interest level concerning words. If there is a word on the ladder they do not know, they are **genuinely curious about what the word means**. We take the time to discuss the word, look up the definition, and pull up images online. Because of this, the number of words they have in their **vocabulary has increased exponentially**.



Thinking through research and the science of reading

Elfrieda H. Hiebert

September 25, 2023

“Journalists and policy makers often interpret these results to mean that students who perform at the below-basic level are unable to read (Hanford, 2019) or, at the very least, need to revisit phonological decoding and word recognition (White et al., 2021). **But research examining the profiles of 4th graders scoring at the below-basic level shows it is not foundational word identification that challenges these students but rather vocabulary and meaning-making.”**

Students Fall Flat In Vocabulary Test

BY STEPHANIE B...

U.S. students knew only about half of what they were expected to on a new vocabulary section of a national exam, the latest evidence of several problems in the nation's reading education.

Eighth-graders scored an average of 265 out of 500 in vocabulary on the 2011 National Assessment of Educational Progress, the results of which were made public Thursday. Fourth-graders averaged a score of 218 out of 500.

The results showed that nearly half of eighth-graders didn't know that "permeates" means to "spread all the way through," and about the same proportion of fourth-graders didn't know that "puzzled" means confused—words that educators think students in those grades should recognize.

Most fourth-graders did know the meaning of "created," "spread" and "underestimate." At eighth grade, most students knew "grimace," "icons" and "edible."

The new vocabulary test was embedded in the biennial national reading exam, known as the NAEP. Last year's scores were in line with those posted in 2009, the first time vocabulary scores were broken out, but the latest results are the first to be made public.

Margaret McKeown, a senior scientist at the Learning Research and Development Center

at the University of Pittsburgh, said she wasn't surprised by the results but that they are cause for concern. "There is very little vocabulary done in any classroom at any age," said Ms. McKeown.

Leslie Russell, a reading specialist at Butts Road Intermediate School in Chesapeake, Va., said the vocabulary scores could be improved if students were more immersed in literacy at school and at home. "We need to make more of an effort to get parents involved in teaching reading and teaching them how to help children make sense of words they do not know," she said.

In 2009, 12th-graders also took the exam administered by the U.S. Department of Education. Their average score was 296 out of 500 on the vocabulary portion.

The department has given the reading exam for decades but decided to add new questions in 2009 to more fully test students' knowledge of grade-level vocabulary. The words were embedded in reading passages and students were asked their definition in a multiple-choice format.

"Without a strong vocabulary, any child's ability to read and to learn suffers dramatically," David Driscoll, chairman of the National Assessment Governing Board, which sets policy for NAEP, said in a statement.

The Search for Meanings

Fifty percent or fewer of U.S. public- and private-school students knew the meaning of the following words in a national reading exam given to fourth- and eighth-graders in 2009 and 2011, and to 12th-graders in 2009.

FOURTH GRADE
barren eerie
detected flourish
prestigious

EIGHTH GRADE
urbane

12th GRADE
delusion
mitigate



Fourth-grade test question

On page one, the passage says that some boys were puzzled when they visited the Public Garden. This means the boys were:

A trying to follow the ducks

B hoping to play games with the ducks

C surprised that there were so many ducks

D confused that there were no ducks

Vocabulary Declines, With Unspeakable Results

By E.D. Hirsch Jr.

For all the talk about income inequality in the United States, there is too little recognition of education's role in the problem. Yet it is no coincidence that, as economist John Bishop has shown, the middle class's economic woes followed a decline in 12th-grade verbal scores, which fell sharply between 1962 and 1980—and, as the latest news confirms, have remained flat ever since.

The federal government reported this month that students' vocabulary scores on the National Assessment of Educational Progress have seen no significant change since 2009. On average, students don't know the words they need to flourish as learners, earners or citizens.

All verbal tests are, at bottom, vocabulary tests. To predict competence most accurately, the U.S. military's Armed Forces Qualification Test gives twice as much weight to verbal scores as to math scores, and researchers such as Christopher Winship and Anders D. Korneman have shown that these verbally weighted scores are good predictors of income level. Math is an important index to general competence, but on average words are twice as important.

Yes, we should instruct students in science, technology, engineering and math, the much-ballyhooed STEM subjects—but only after equipping them with a

base of wide general knowledge and vocabulary.

Students don't learn new words by studying vocabulary. They do so by guessing new words within the overall gist of what they are hearing or reading and understanding the gist

**A good first step to fight income inequality:
Do a better job of teaching kids to read.**

requires background knowledge. If a child reads that "annual floods left the Nile delta rich and fertile for farming," he is less likely to intuit the meaning of the unfamiliar words "annual" and "fertile" if he is unfamiliar with Egypt, agriculture, river deltas and other such bits of background knowledge.

Yet in the 1930s, American schools transformed themselves according to the principles of "progressive education," which assume that students need to learn not a body of knowledge but "how-to" skills that (supposedly) enable them to pick up specific knowledge later on. Analyses of schoolbooks between 1940 and 1960 show a marked dilution of subject matter and vocabulary. Little surprise, then, that students began scoring lower on tests that probed knowl-

edge and vocabulary size. The decline became alarming in the 1970s, as the federal report "A Nation at Risk" pointed out in 1983.

The focus on the "skill" of reading has produced students who cannot read. Teachers cannot cultivate reading comprehension by forcing children to practice soul-deadening exercises like "finding the main idea" and "questioning the author." Students would be better off gaining knowledge by studying real subject matters in a sensible, cumulative sequence. Instead, elementary schools are dominated by content-indifferent exercises that use random fictional texts on the erroneous assumption that reading comprehension is a formal skill akin to typing.

Vocabulary-building is a slow process that requires students to have enough familiarity with the context to understand unfamiliar words. Substance, not skill, develops vocabulary and reading ability—there are no shortcuts. The slow, compounding nature of vocabulary growth means that successful reform must lie in systematic knowledge-building. That is the approach used in South Korea, Finland, Japan, Canada and other nations that score highly in international studies and succeed best in narrowing the verbal gap between rich and poor students.

In the U.S., 45 states have recently adopted the Common Core State Standards for language arts. The standards have been

denounced for various pedagogical and political reasons, but all sides in the debate should accept one key principle in the new standards: "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge . . . to be better readers in all content areas. Students can only gain this foundation . . . [through] rich content knowledge within and across grades."

Opponents of Common Core's new nonfiction requirement ought to recognize that good, knowledge-enhancing nonfiction is literature that helps students gain the knowledge and words they need to understand fiction and everything else.

The most secure way to predict whether an educational policy is likely to help restore the middle class and help the poor is to focus on the question: "Is this policy likely to translate into a large increase in the vocabularies of 12th-graders?" When questions of fairness and inequality come up in discussions, parents would do well to ask whether it's fair of schools to send young people into a world where they suffer from vocabulary inequality.

Mr. Hirsch, a former professor of education and humanities at the University of Virginia, is founder of the Core Knowledge Foundation. This op-ed is adapted from an essay forthcoming in the Winter 2013 issue of City Journal.



Joy Resmovits

Joy.resmovits@huffingtonpost.com

Vocabulary Test Results Show Top U.S. Students Losing Ground, Others Stagnate

Posted: 12/06/2012 11:00 am EST | Updated: 12/06/2012 3:00 pm EST

If you can identify the meaning of the word "prospered" within a passage, chances are you know more vocabulary than most American high school seniors.

The results of the national standardized vocabulary tests are in, and the scores are troubling -- but not unexpected -- experts say. Average performance on the U.S. Education Department's national exams was mostly stagnant at low levels between 2009 and 2011, and the highest performers lost ground during that time.

"We should be worried about this," said Cornelia Orr, executive director of the National Assessment Governing Board. "It's not any more of a crisis than we've been seeing in reading."

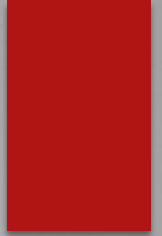
On Thursday, the National Center for Education Statistics, the U.S. Education Department's research arm, released the vocabulary scores for fourth- and eighth-grade students on the 2009 and 2011 reading comprehension exams administered by the National Assessment of Educational Progress. This is the first time the results of a separate scale for vocabulary questions on the national reading comprehension test have been released. NAEP is considered the "gold standard" of standardized testing, since stakes are low for children and since the tests are designed by the federal government, which has no skin in the game in terms of how states perform. (The release also included 12th grade scores for only 2009, since that exam is only given every four years).

On average, fourth-graders scored 218 out of a total of 500 points, and eighth-graders scored 265. The top-performing fourth-graders (in the 90th percentile) only netted a 266; in eighth-grade, these students got a 311; and in 12th grade, they scored at 334.

"There is the expectation that students would know all of the words that were assessed," Orr said. "The lower the percentage of students who get these questions correct means they do not know enough."

Fourth-graders were tested on words like created, spread, clenched, outraged, puzzled and striking. Eighth-graders were expected to know anecdotes, edible, replicate, specialty, laden and permeated. High school seniors were asked about prospered, capitalize, articulate, proactive, mitigate and delusion. As NCES described it, these words are used in written language across a variety of content areas.

SOME FACTS ABOUT ENGLISH VOCABULARY



Did You Know?

English has the largest
lexicon in the world –over
1,000,000 words!

(Rasinski, Padak, Newton & Newton, 2020)



Did You Know?

Each year over 12,000 new words are added to the English language!

(Rasinski, Padak, Newton & Newton, 2020)



Did You Know?

The average 5th grader will meet 10,000 new words in reading.

(Nagy & Anderson, 1984)



Did You Know?

Students will need to know approximately 500,000 words by the time they finish high school!

(Nagy & Anderson, 1984)



Did You Know?

Students will need to know approximately 500,000 words by the time they finish high school!

(Nagy & Anderson, 1984)

That's about 28,000 words per year from birth to age 18.



Did You Know?

Students will need to know approximately 500,000 words by the time they finish high school!

(Nagy & Anderson, 1984)



That's about 28,000 words per year from birth to age 18.

And that's over 500 words per week from birth to 18.

Yet, research has found that students can learn only 8-10 words per week through direct instruction.





So what's the **BEST** way to
teach vocabulary?



So what's the **BEST** way to
teach vocabulary?

*Not sure there is a **BEST** way,
but I do know some not-so-
good way to teach words?*

2

Antonyms
sent

Part of Speech & Definition
Due Next Fri

VOCABULARY LIST

Mike Rasinski
Read per 1
March 1

- Do First 5
1. ~~adroit~~ - adj. skillful & clever
 - ✓ 2. apprise - v. to notify
 3. aromatic - adj. having an aroma
 4. ~~ascetic~~ - adj. self denying, austere
n. one who leads a life of ^{self} denial
 5. bayou - n. in southern U.S. A marshy inlet or outlet of lake, river, etc.
 6. ~~bellicose~~ - adj. quarrelsome, warlike
 7. choleric - adj. easily angered
 - ✓ 8. cloister - n. a monastery or convent
 - ✓ 9. conjecture - n. guess, inferring without complete evidence
 - ✓ 10. copious - adj. copious, abundant
 - ✓ 11. coquetry - n. a girl or woman flirt
 - ✓ 12. cornice - n. a horizontal molding projecting along the top of a wall, etc.
 - ✓ 13. courageous - n. brave
 - ✓ 14. debris - n. bits & pieces of stone, rubbish, etc.
 - ✓ 15. decorum - n. whatever is suitable or proper
 - ✓ 16. diadem - n. - crown, ornamental headband
 - ✓ 17. docile - adj. easy to discipline
 - ✓ 18. ~~dogmatic~~ - adj. asserted w/o proof, positive or arrogant in stating opinion
 - ✓ 19. doleful - adj. sad, mournful
 - ✓ 20. efface - v. keep from being noticed, blot out
 21. garrulous - adj. talking too much about inconsequential things
 22. ~~grapple~~ - n. hand to hand struggle, a grip
 23. guidon -
 24. impose - v. to place a burden on to force onto others
 25. interpose - v. to intervene, interrupt
 26. knell - v. to ring slowly, ominously - omen of death
 27. languor - n. lack of vigor, weakness
 28. ludicrous - adj. causing laughter because absurd or ridiculous
 29. malevolence -
 30. maudlin - adj. foolishly, often tearfully sentimental
 31. melee - n. confused general hand to hand fight
 32. molten - adj. melted by heat
 33. myriad - n. adj. very many persons or things
 34. orb - n. globe or sphere
 35. ostracism - n. practicing banishing one
 36. pantaloons - n. trousers
 37. pariah - n. any outcast person formerly in India any oppressed class
 38. pathos - n. quality of something arousing pity
 39. perilous - adj. dangerous, involving peril
 40. plaintive - adj. expressing sorrow
 41. restive - adj. restless, uneasy hard to manage, refusing to go ahead
 42. reverie - n. dreamy thinking of pleasant things
 43. roseate - adj. rose ~~color~~ color, cheerful optimistic
 44. rueful - adj. sorrowful unhappy causing sorrow
 45. sallow - adj. having a sickly yellow complexion
 46. sardonic - adj. bitterly sarcastic, scornful or mocking
 47. ~~savant~~ - n. a learned person
 48. sententious - adj. saying much in few words
 49. sexton - n. person who takes care of a church, rings bells, arranges burials
 50. sinuous - adj. having many curves or turns. ② indirect, untrustworthy
 51. suffuse - v. overspread (with liquid, dye, etc.)
 52. surmount - adj. rise above ③ overcome
 53. surplice - n. broad sleeved white gown worn by members of clergy or choir
 54. sylvan - adj. characteristic of woods, wooded
 55. tableau - n. presentation of a scene by costumed person or group
 56. tedious - adj. tiresome boring hackneyed
 57. travail - n. hard work or severe pain
 58. undulate - v. to cause to move by waves
 59. vanquish - v. to defeat
 60. venerable - adj. worthy of respect because of one's dignity etc.

Traditional Vocabulary Instruction

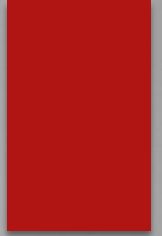
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Let's Start with the Concept of **Patterns**



The Human Brain is a Pattern Detector

frontiers in
NEUROSCIENCE

REVIEW ARTICLE
published: 22 August 2014
doi: 10.3389/fnins.2014.00295



Superior pattern processing is the essence of the evolved human brain

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Humans have long pondered the nature of their mind/brain and, particularly why its capabilities for learning, communication and abstract thought are far superior to other species, especially closely related anthropoids. This article considers superior pattern processing as the fundamental basis of most, if not all, unique features of the human brain, including intelligence, language, imagination, invention, and the belief in imaginary entities such as ghosts and gods. SPP involves the electrochemical, neuronal network-based integration, and transfer to other individuals of perceived or mentally-fabricated patterns. During human evolution, pattern processing capabilities became increasingly sophisticated as the result of expansion of the cerebral cortex, particularly the prefrontal cortex and regions involved in processing of images. Specific patterns, real or imagined, are reinforced by emotional experiences, indoctrination and even psychedelic drugs. Impaired or dysregulated SPP is fundamental to cognitive and psychiatric disorders. A broader understanding of SPP mechanisms, and their roles in normal and abnormal function of the human brain, may enable the development of interventions that reduce irrational decisions and destructive behaviors.

Keywords: evolution, hippocampus, language disorders, religion and science, neuronal network

INTRODUCTION

The fundamental function of the brains of all animals is to encode and integrate information acquired from the environment through sensory inputs, and then generate adaptive behavioral responses. Sensory information is first rapidly encoded as pat-

terns, which is well-characterized in apes, was a precursor to language during human evolution (Liebal et al., 2004; Tomasello, 2008).

The cognitive repertoire of humans far exceeds that of all other animals, and understanding the neurobiological basis of this superiority is therefore of interest not only to scientists,

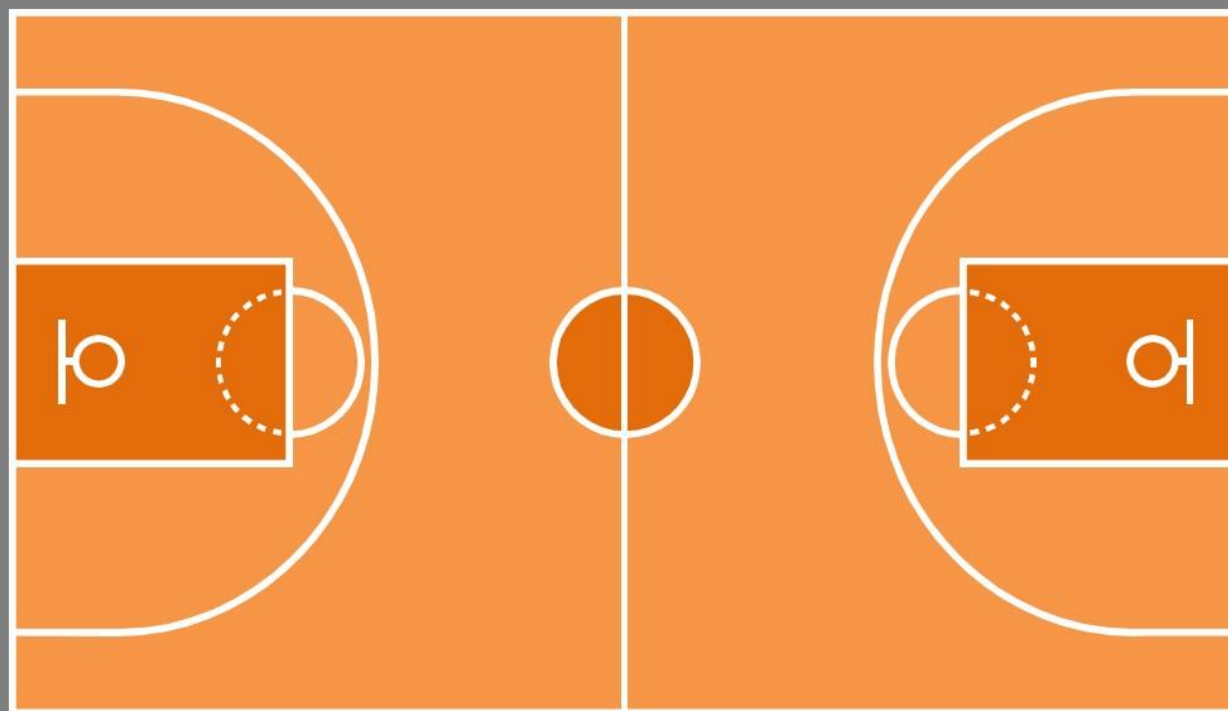
Psychology Today

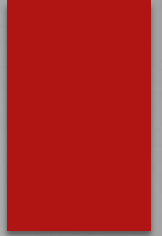
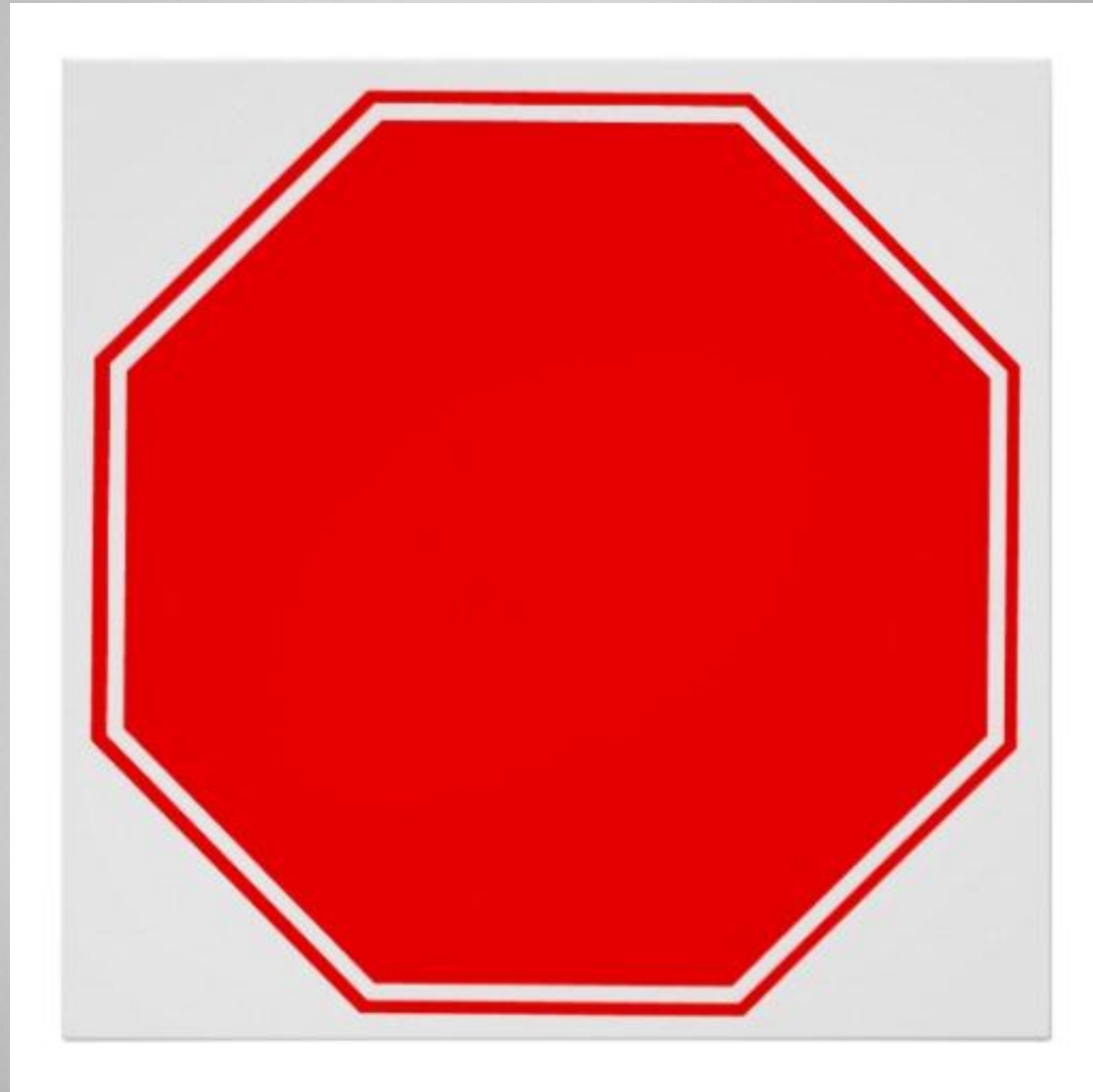
Today ▾

KEY POINTS

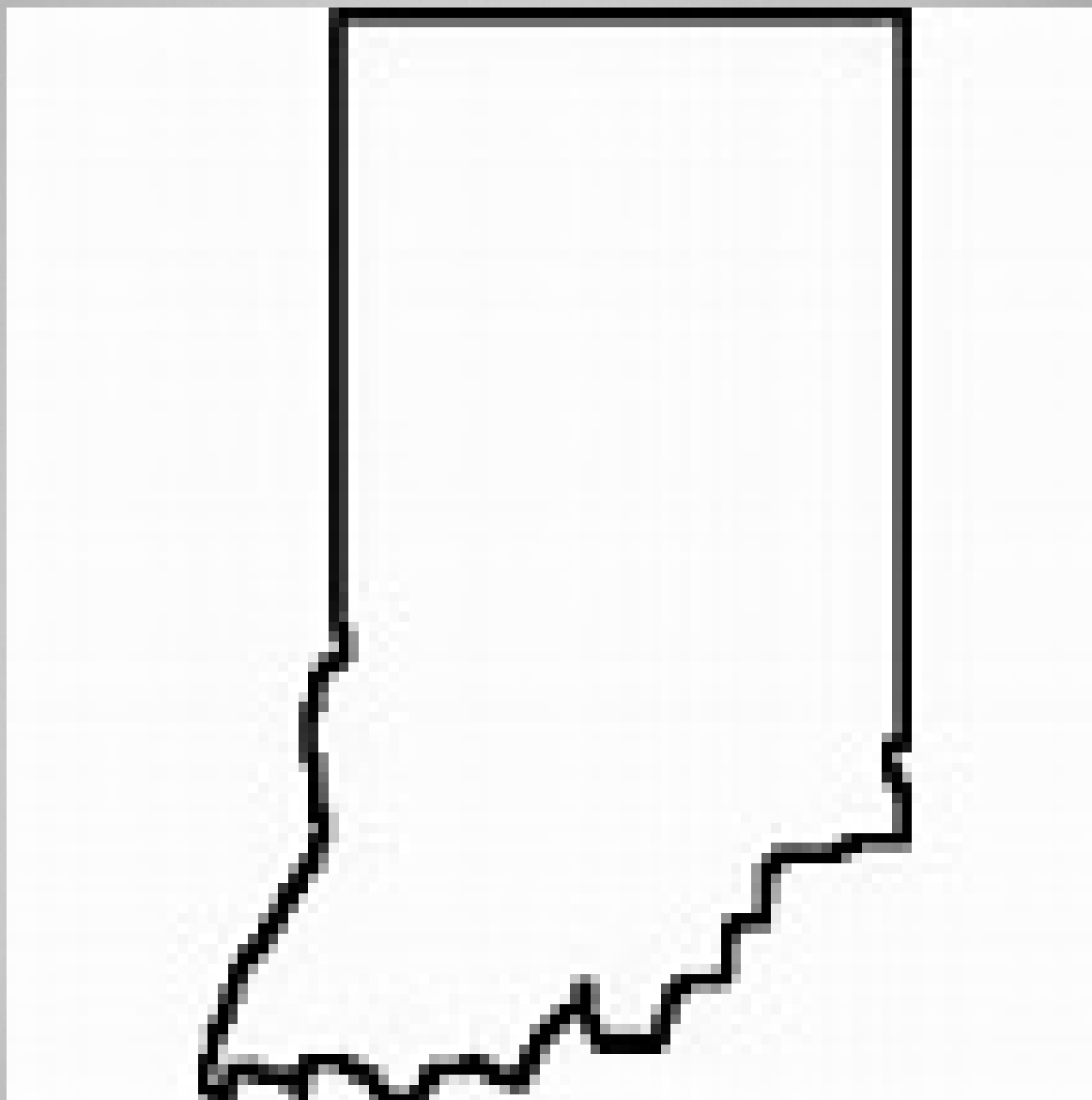
- Humans can't help but look for patterns and find structure in the information coming their way.
- The neocortex, the outermost layer of the brain, is found only in mammals and is responsible for humans' ability to recognize patterns.
- Although computer algorithms can spot patterns, an algorithm has not yet been developed that outperforms the human mind.

"Over centuries of evolution, humans' pattern recognition skills determined natural selection. Hunters skilled at spotting prey and predator and telling poisonous plants from healthy ones offered them a better chance of survival than those blind to the patterns. It enabled the survivors to pass on those











There are also
Linguistic Patterns help us
negotiate written language

Can You Read These Hard Words

Metrodacious

Distrational

Redipulate

Bessagogue

Chinique

Hard Words



Metrodacious (-acious = spacious)

Distrational (-ational = rational)

Redipulate (-ipulate = stipulate)

Bessagogue (-agogue = synagogue)

Chinique (-nique = unique)

Phonics Word Patterns

Word Families/Phonograms/Rimes

BY ADDING A BEGINNING LETTER(S) TO THESE WORD FAMILIES, STUDENTS CAN SPELL AND READ **654** ONE SYLLABLE WORDS (AND THOUSANDS OF MULTISYLLABIC WORDS!)

-AB	-AT	-INK	-ORE	-UNK
-ACK	-AY	-IP	-OT	-Y
-AG	-ELL	-IGHT	-OUT	
-AIL	-EST	-ILL	-OW (HOW, CHOW)	
-AIN	-EW	-IM	-OW (BOW, THROW)	
-AM	-ED	-IN	-OP	
-AN	-EED	-INE	-UCK	
-ANK	-ICK	-OB	-UG	
-AP	-ING	-OCK	-UM	

p. 5 HO

-am

- ▶ **Ham**
- ▶ **Jam**
- ▶ **Pram**
- ▶ **Ram**
- ▶ **Sam**
- ▶ **Slam**
- ▶ **Scram**

-am

- ▶ Ham **Ambulance**
- ▶ Jam **Camera**
- ▶ Pram **Family**
- ▶ Ram **Trampoline**
- ▶ Sam **Scramble**
- ▶ Slam **Sample**
- ▶ Scram **Amsterdam**

-an

- ▶ **Can**
- ▶ **Dan**
- ▶ **Jan**
- ▶ **Pan**
- ▶ **Plan**
- ▶ **Ram**
- ▶ **Van**

-an

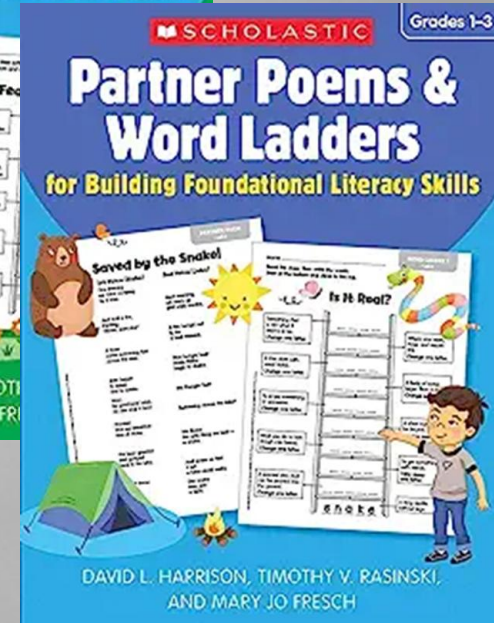
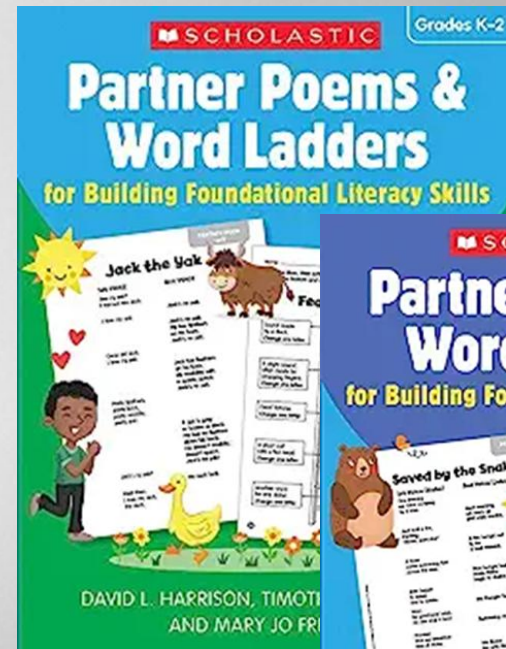
- ▶ **Can** **Candle**
- ▶ **Dan** **Dandy**
- ▶ **Jan** **Sandal**
- ▶ **Pan** **Mandolin**
- ▶ **Plan** **Vanish**
- ▶ **Man** **Transport**
- ▶ **Van** **Expandable**

Phonics Word Patterns

Word Families

BY ADDING A BEGINNING LETTER(S) TO THESE WORD FAMILIES, STUDENTS CAN SPELL AND READ **654** ONE SYLLABLE WORDS!

-AB	-AT	-INK	-ORE	-UNK
-ACK	-AY	-IP	-OT	-Y
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-AIN	-EW	-IM	-OW (BOW, THROW)	
-AM	-ED	-IN	-OP	
-AN	-EED	-INE	-UCK	
-ANK	-ICK	-OB	-UG	
-AP	-ING	-OCK	-UM	



SCHOLASTIC

Grades K-2

Partner Poems & Word Ladders

for Building Foundational Literacy Skills



DAVID L. HARRISON, TIMOTHY V. RASINSKI,
AND MARY JO FRESCH

SCHOLASTIC

Grades 1-3

Partner Poems & Word Ladders

for Building Foundational Literacy Skills



DAVID L. HARRISON, TIMOTHY V. RASINSKI,
AND MARY JO FRESCH

But what about Vocabulary?
Word Meanings

(2)

Antonyms
sent

Part of Speech & Definition
Due Next Fri

Mike Rasinski
Read per 1
March 1

VOCABULARY LIST

- Do First 5
- ✓ 1. adroit - adj. skillful & clever
 - ✓ 2. apprise - v. to notify
 - ✓ 3. aromatic - adj. having an aroma
 - ✓ 4. ascetic - adj. self denying, austere
n. one who leads a life of self denial
 - ✓ 5. bayou - n. in Southern marshy inlet or outflow of a river, etc.
 - ✓ 6. bellicose - adj. quarrelsome
 - ✓ 7. choleric - adj. easily angered
 - ✓ 8. cloister - n. a monestary convent
 - ✓ 9. conjecture - n. guess without complete evidence
 - ✓ 10. copious - adj. copious abundance
 - ✓ 11. coquetry - n. a girl or woman's flirt
 - ✓ 12. cornice - n. a horizontal molding projecting along the top of a wall, etc.
 - ✓ 13. courageous - n. brave
 - ✓ 14. debris - n. bits & pieces of stone, rubbish, etc.
 - ✓ 15. decorum - n. whatever is suitable or proper
 - ✓ 16. diadem - n. - crown, ornamental headband
 - ✓ 17. docile - adj. easy to discipline
 - ✓ 18. dogmatic - adj. asserted w/o proof positive or arrogant in stating opinion
 - ✓ 19. doleful - adj. sad, mournful
 - ✓ 20. efface - v. keep from being noticed, blot out
 - 21. garrulous - adj. talking too much about inconsequential things
 - 22. grapple - n. hand to hand struggle, a grip
 - 23. guidon -
 - 24. impose - v. to place a burden on to force onto others
 - 25. intrepid - adj. fearless
 - 26. jargon - n. a language or style of speech that is difficult to understand
 - 27. laissez-faire - n. a policy of letting things take their own course
 - 28. laudable - adj. worthy of praise
 - 29. laudatory - adj. praising
 - 30. laudation - n. praise
 - 31. melee - n. confused general hand to hand fight
 - 32. molten - adj. melted by heat
 - 33. myriad - n. adj. very many persons or things
 - 34. orb - n. globe or sphere
 - 35. ostracism - n. practicing banishing one
 - 36. pantaloons - n. trousers
 - 37. pariah - n. any outcast person formerly in India any oppressed class
 - 38. pathos - n. quality of something arousing pity
 - 39. perilous - adj. dangerous, involving peril
 - 40. plaintive - adj. expressing sorrow
 - 41. restive - adj. restless, uneasy hard to manage, refusing to go ahead
 - 42. reverie - n. dreamy thinking of pleasant things
 - 43. roseate - adj. roseate color, cheerful optimistic
 - 44. rueful - adj. sorrowful unhappy causing sorrow
 - 45. sallow - adj. having a sickly yellow complexion
 - 46. sarcastic - adj. bitterly mocking, scornful or mocking
 - 47. savant - n. a learned person
 - 48. succinct - adj. saying much in few words
 - 49. sexton - n. person who takes care of a church, rings bells, arranges burials
 - 50. sinuous - adj. having many curves or turns. ③ indirect, untrustworthy
 - 51. suffuse - v. overspread (with liquid, dye, etc.)
 - 52. surmount - adj. rise above ③ overcome
 - 53. surplice - n. broad sleeved white gown worn by members of clergy or choir
 - 54. sylvan - adj. characteristic of woods, wooded
 - 55. tableau - n. presentation of a scene by costumed person or group
 - 56. tedious - adj. tiresome boring hackneyed
 - 57. travail - n. hard work or severe pain
 - 58. undulate - v. to cause to move by waves
 - 59. vanquish - v. to defeat
 - 60. venerable - adj. worthy of respect because of one's dignity etc.

Traditional Word Study- Vocabulary

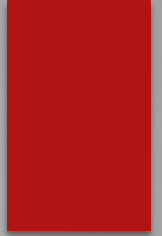
- 41. restive - adj. restless, uneasy
hard to manage, refusing
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- 43. roseate - adj. rose ~~ate~~ color,
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- 48. sententious - adj. saying
much in few words



Traditional Word Study- Vocabulary

41. restive - adj. restless, uneasy
hard to manage, refusing
to go ahead
42. reverie - n. dreamy thinking
of pleasant things
43. rosy - adj. rose ~~color~~ color,
cheerful optimistic
44. rueful - adj. sorrowful
unhappy causing sorrow
45. sallow - adj. having a
sickly yellow complexion
46. sardonic - adj. bitterly
sarcastic, scornful or
mocking
47. savant - n. a learned person
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much in few words

There's Got to be a Better Way to Build Students' Vocabulary

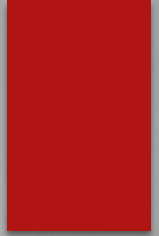


There's Got to be a Better Way More Word **Patterns** Vocabulary.....Morphology

It's all Greek to me!



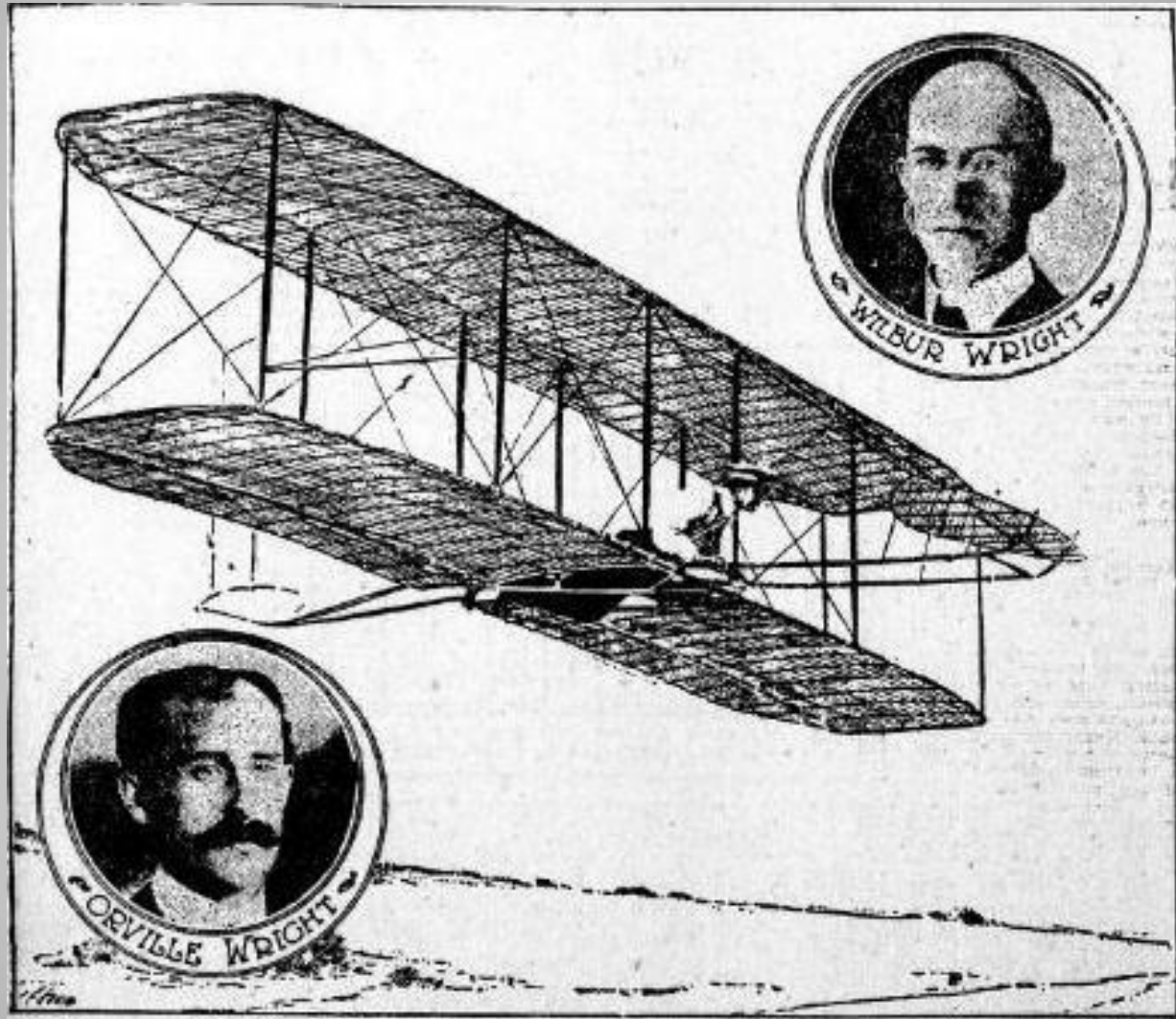
Vocabulary.....



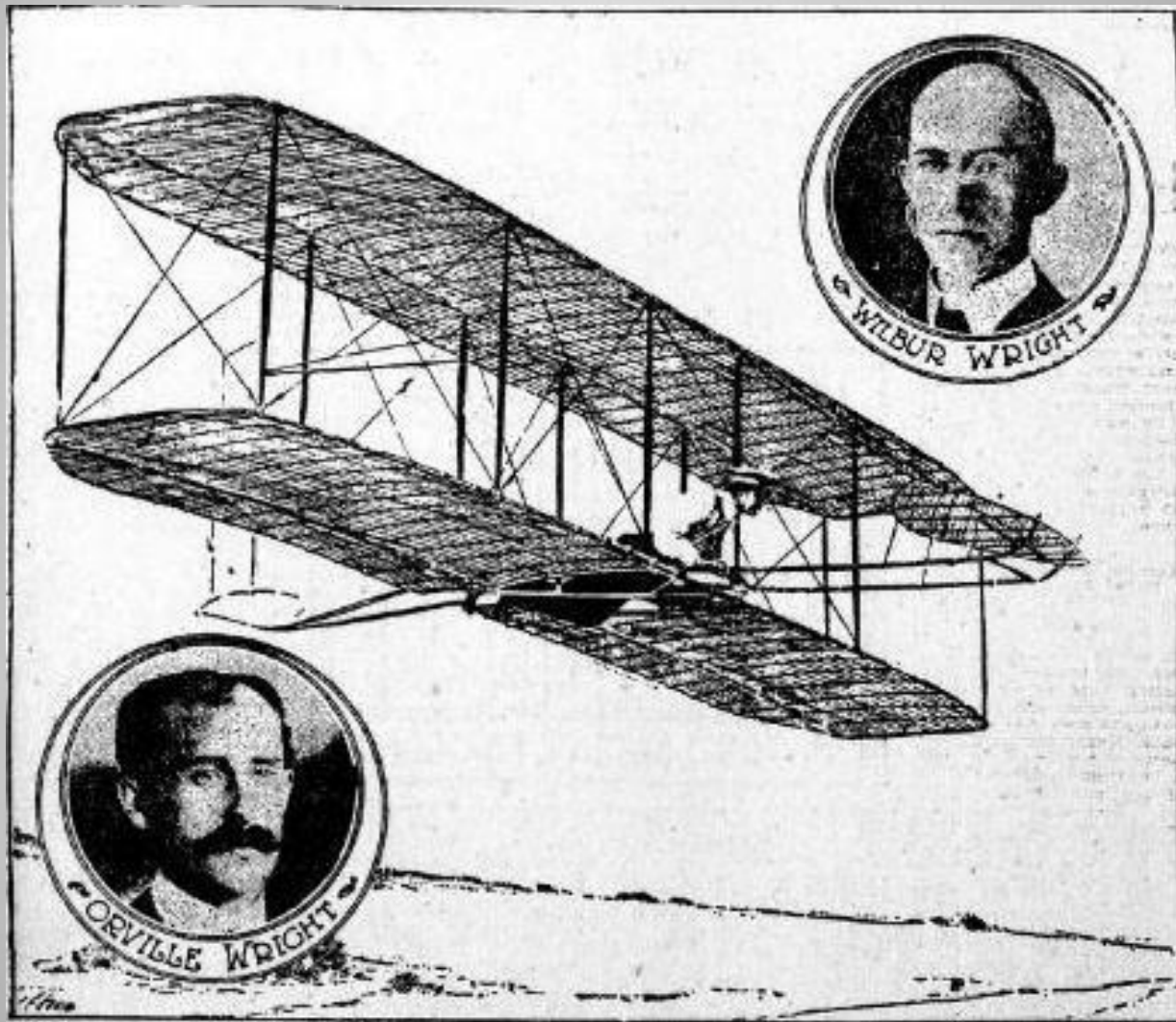
It's all Greek to me!

It should be all **Greek (and Latin)** if you really want to build students' vocabularies!

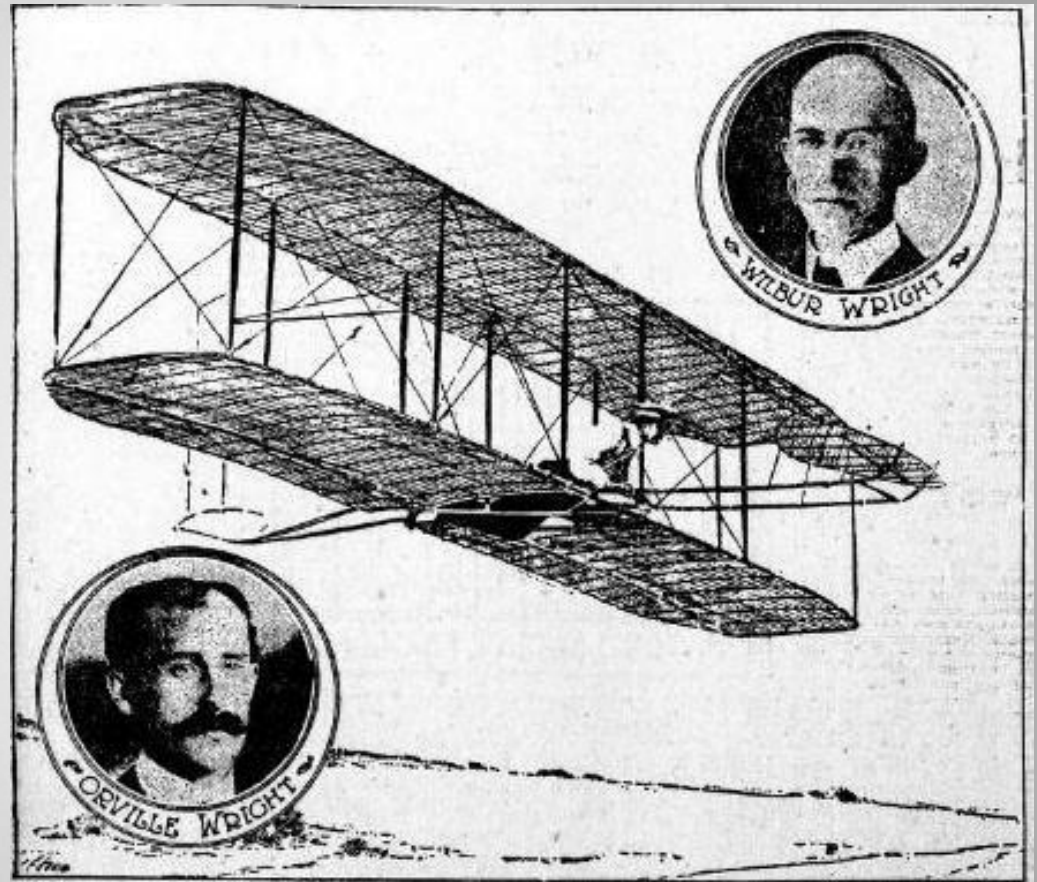
The Wright Brothers!



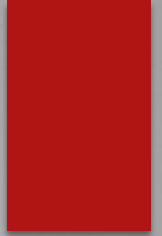
“biplane” (12 times)



“bip-lane”
“bip-lane”
“bip-lane”
“bip-lane”
“bip-lane”



So Why Latin and Greek Word Roots – Morphemes?



Word Roots are Linguistic Patterns That Represent **Meaning** as well as Sound

- ▶ **Uni- 1 Unicycle, Uniform**
- ▶ **Bi- 2 Bicycle, Bifocals**
- ▶ **Tri- 3 Triannual, Triplets**
- ▶ **Quad- 4 Quadrant, Quadraped**
- ▶ **Terra- Land Terrain, Subterranean**
- ▶ **Phil(e) Love Philosopher, Anglophile**

Word Roots are Generative!

1 ROOT



word

word

word

word

word

Bi- Means “2” and Generates

- ▶ Bifocals
- ▶ Binoculars
- ▶ Bilingual
- ▶ Biceps
- ▶ Bicuspid
- ▶ Biannual
- ▶ Bipartisan
- ▶ Bicameral
- ▶ Bicentennial
- ▶ Bimonthly
- ▶ Bipolar
- ▶ Biracial
- ▶ Bicycle
- ▶ Bisect
- ▶ Biped
- ▶ Biplane
- ▶ Bifurcate
- ▶ Bilateral
- ▶ Bicolor
- ▶ Bigamy
- ▶ Bifunctional

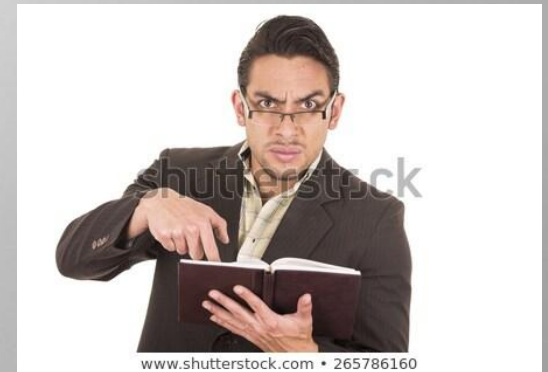
Remember Mike's vocabulary list?

One of his words was **"conjecture"**

conjecture - n. guess, inferring without complete evidence

What if Mike's teacher had chosen to focus on the word root

ject/jet
instead?



“Ject/Jet” means “throw”

eject, jettison



“Ject/Jet” means “throw”

Here are just a few more ject/jet words!

*eject, jettison, project, object,
reject, abject, subject, adjective,
reject, projector, inject, interject,
dejected, conjecture, trajectory,
projectile, injection,
objective, subjective...*

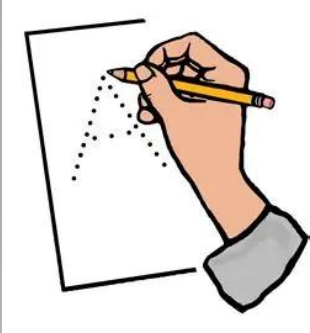


Pan = All of Everything

- ▶ **Panorama**
- ▶ **Pandemic - -Pan + dem**
- ▶ **Panacea**
- ▶ **Pantheon**
- ▶ **Pangea**
- ▶ **Pandemonium – Pan + demon**
- ▶ **Pan-American Games**
- ▶ **Pan-Asian**
- ▶ **Pan-African**

TRAC-, TRACT-

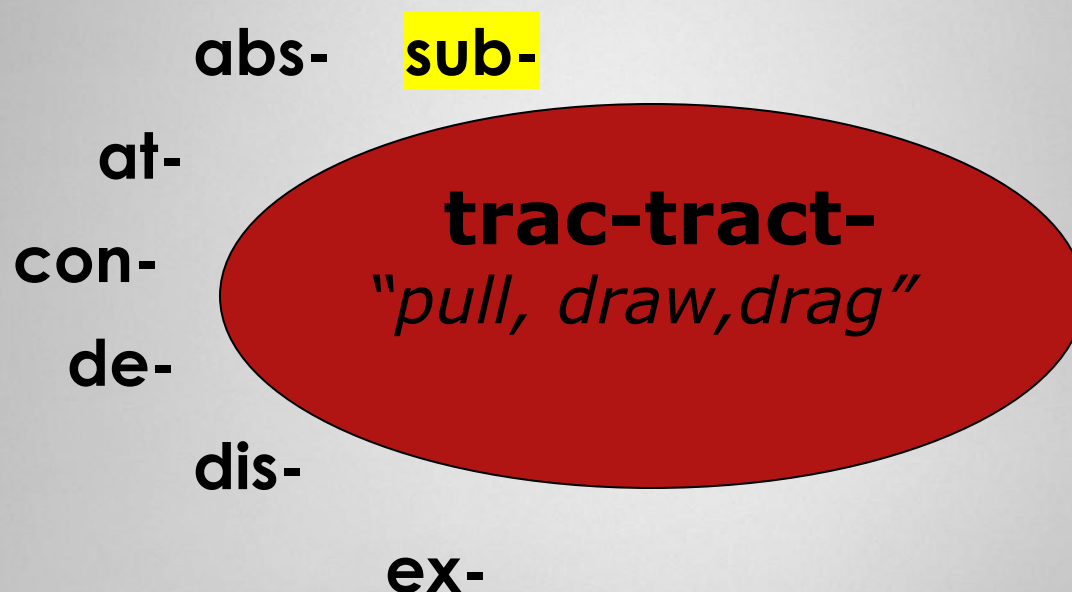
“pull, draw, drag”



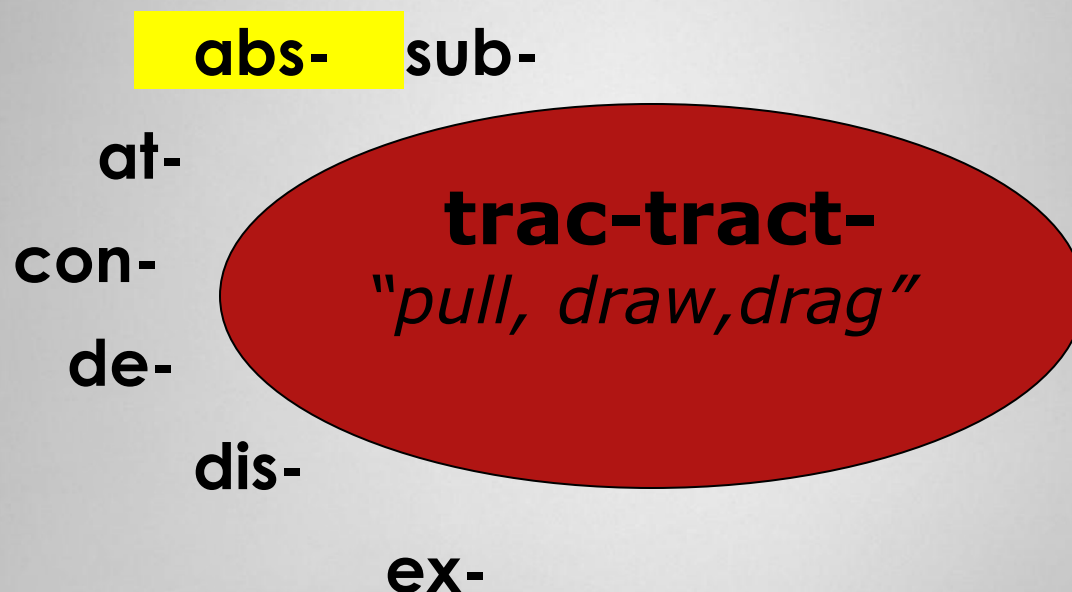
**TRACE
TRACTION
TRACTOR**



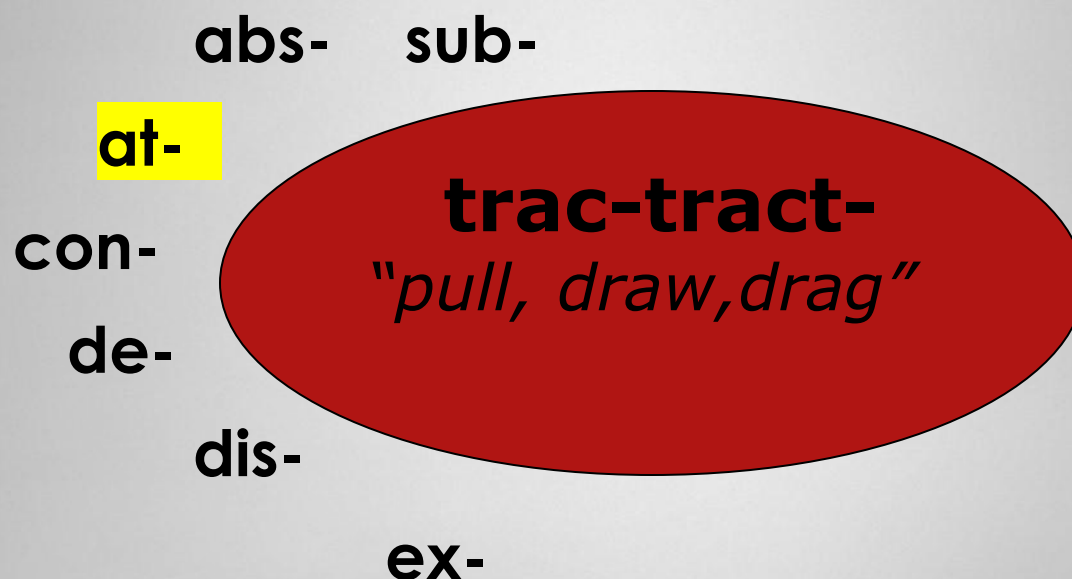
Radiating Cognates with Prefixes



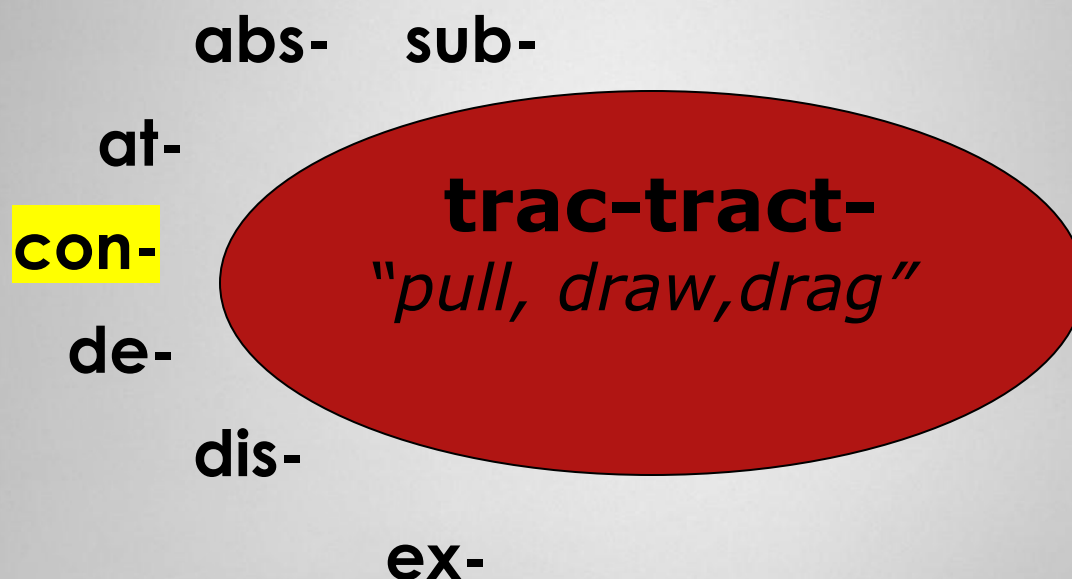
Radiating Cognates with Prefixes



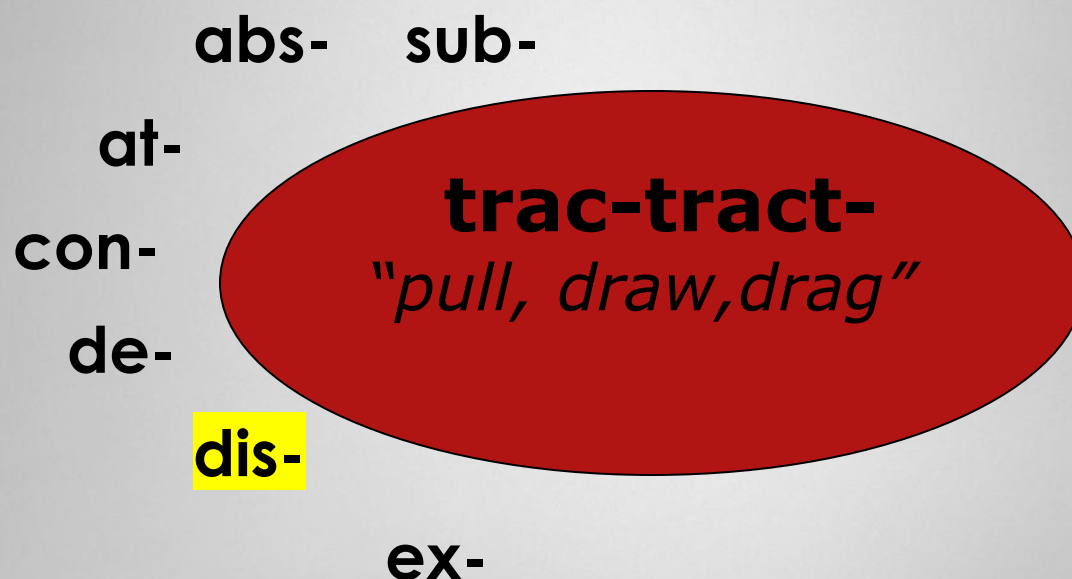
Radiating Cognates with Prefixes



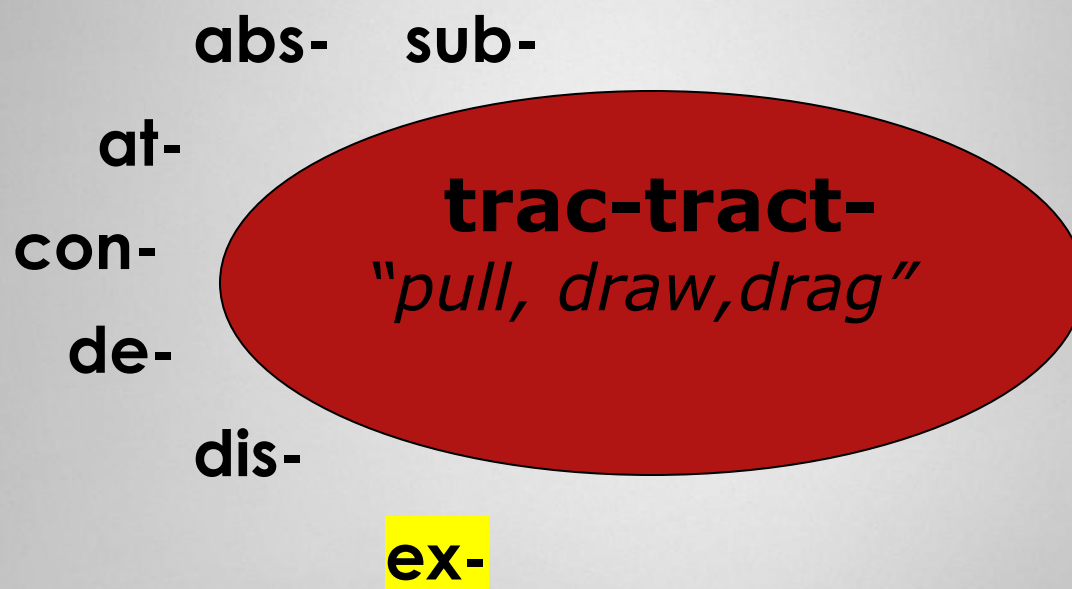
Radiating Cognates with Prefixes



Radiating Cognates with Prefixes



Radiating Cognates with Prefixes



Tract means “Pull, Draw, Drag” and Generates:

- ▶ Traction
- ▶ Trace
- ▶ Tractor
- ▶ Retract
- ▶ Retraction
- ▶ Retractable pen
- ▶ Abstract
- ▶ Attract
- ▶ Attractive
- ▶ Attraction
- ▶ Distract
- ▶ Subtract
- ▶ Extract
- ▶ Detract
- ▶ Contract
- ▶ Contractor
- ▶ Contraction
- ▶ Intractable
- ▶ Protractor
- ▶ **Protracted argument**

140+ Word Relatives to Tract

Word Roots Cross Disciplines

Disciplinary Literacy



Timothy Shanahan @ReadingShanahan · 4h

What should elementary schools do with disciplinary literacy?
shanahanonliteracy.com/blog/disciplin...



TEACHING AND LEARNING

NAEP: US history, geography scores drop



(Zach Gibson/Getty Images)

US history and geography scores among eighth-grade students have declined since 2014, while civics scores remained steady, according to results released Thursday by the National Assessment of Educational Progress, also known as the Nation's Report Card. Joel Breakstone, director of the Stanford History Education Group at Stanford University, asserts the history scores show that it is "under-prioritized," compared with other subjects.

Full Story: [Education Dive](#) (4/23), [Education Week](#) (tiered subscription model) (4/23)



Why Word Roots?

Roots find their way into
Academic Vocabulary

Upwards of 90% of
academic and research
related words are derive
from Latin and Greek.

MATH

tangent
secant
diameter
circumference
centigrade
parallel
demographics
kilogram
subtract
quadrangle
polygon
demometrics
quarter

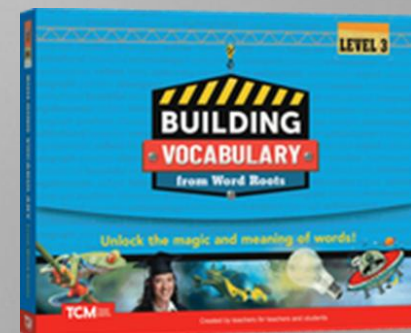
SCIENCE

neonatal
hematologist
pandemic
hydrophobia
vertigo
synchronize
anemia
excision
specimen
transfusion
endemic
extraction
neonatal

SOCIAL STUDIES

Congress
segregation
democracy
polytheism
philanthropy
secession
conservative
controversial
rebellion
mobility
consensus
native
pacifism

Building Vocabulary from Word Roots



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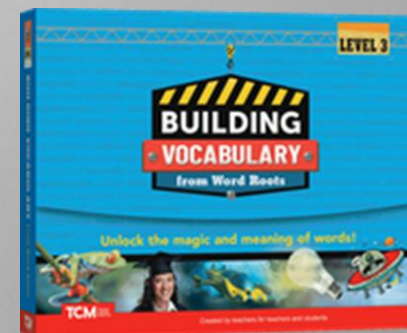
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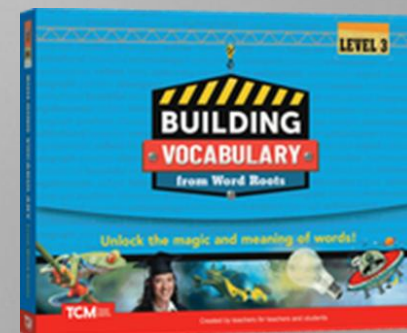
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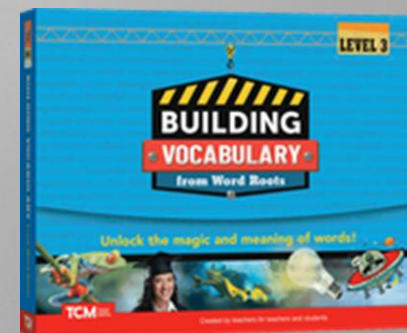
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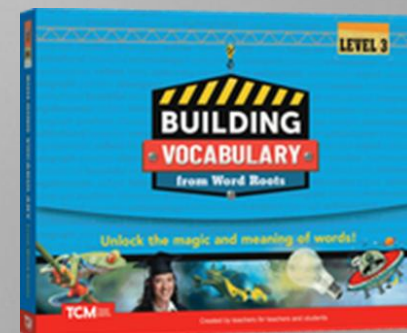
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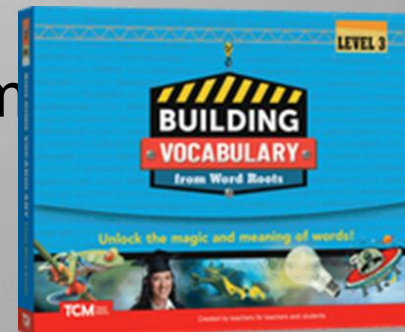
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Building Vocabulary from Word Roots



LITERACY

3 Literacy Practices That Work

A literacy researcher shares three practices that are proven to be effective for early elementary learners.

By [Nell K. Duke](#)

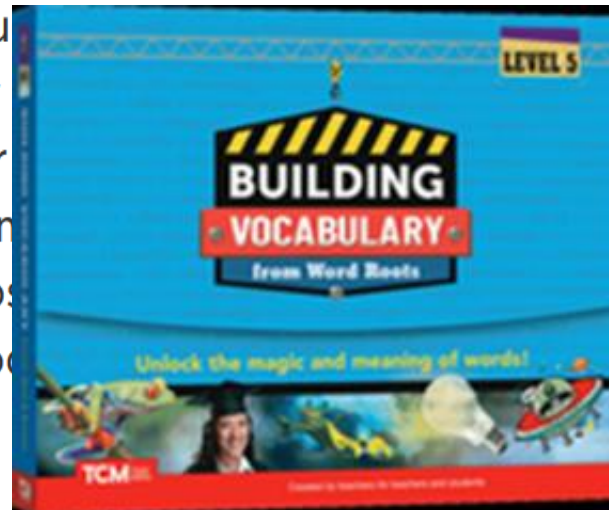
November 6, 2017



1. Morphology Instruction

Morphemes are the smallest meaning-carrying units in language. In *reworked*, for example, there are three morphemes: *re-* meaning “again,” *work* meaning “purposeful effort,” and *-ed* signaling the past. Research indicates that morphology instruction fosters decoding, spelling, and vocabulary development (Goodwin & Ahn, 2013).

Teaching the most common affixes (prefixes and suffixes) and root words is a fairly widespread (and research-supported) practice, but morphology instruction goes well beyond this. Students need to be taught to analyze words by morphemes, playing with words as they change their meaning or build a word from particular parts. Examples of words such as *cupcake*, *skateboard*, and *hamburger* can lead students to move to more sophisticated words and their components. Research by Bauman and colleagues, Goodwin and colleagues, and others suggest a strategy called PQRST:



READING & LITERACY

What Is Morphology? Should Teachers Include It in Reading Instruction?



By [Sarah Schwartz](#) — November 22, 2023 ⌚ 8 min read

The complexity of words only increases from there. In a recent analysis of 1,200 children's books designed for ages 7 and up found over 100,000 unique words—most of which included multiple morphemes. **"If you know something about morphology, it dramatically lessens the learning load of learning new words..."**

What Does the Research Say?

A study of 111 middle grade students in an urban California school district found that...

“Students with greater understanding of morphology

Kieffer, M.J. & Lesaux, N. K. (2007). “Breaking down words to build meaning: Morphology, vocabulary and reading comprehension in the urban classroom.

The Reading Teacher 61(2), pp. 134-144.

What Does the Research Say?

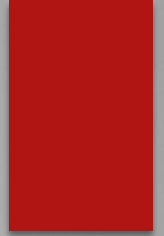
A study of 111 middle grade students in an urban California school district found that...

“Students with greater understanding of morphology also have higher reading comprehension scores...”

Kieffer, M.J. & Lesaux, N. K. (2007). “Breaking down words to build meaning: Morphology, vocabulary and reading comprehension in the urban classroom.

The Reading Teacher 61(2), pp. 134-144.

So Where to Start



So Where to Start

- ▶ **Choose 1-2 Roots Per Week**

So Where to Start

- ▶ Choose 1-2 Roots Per Week (April 22)

- ▶ **Earth Day**

- ▶ Geo-

- ▶ Terra-



Geo...

- ▶ **Geometry**
- ▶ **Geography, Geographic**
- ▶ **Geology**
- ▶ **Geothermal**
- ▶ **Geodesic**
- ▶ **Geocentric**
- ▶ **Geocyclic**
- ▶ **Geo-economics**
- ▶ **Pangea**



Terr(a) = Earth/Land

- ▶ Terrain
- ▶ Territory
- ▶ Terrace
- ▶ Terrarium
- ▶ Terrazzo
- ▶ Terra Cotta
- ▶ Subterranean
- ▶ Extraterrestrial
- ▶ Mediterranean
- ▶ Terre Haute, Indiana
- ▶ Terrier

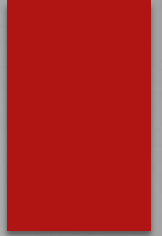


Terr(a) = Earth/Land

- ▶ Terrain
- ▶ Territory
- ▶ Terrace
- ▶ Terrarium
- ▶ Terrazzo
- ▶ Terra Cotta
- ▶ Subterranean
- ▶ Terre Haute
- ▶ Extraterrestrial
- ▶ Mediterranean
- ▶ Terrier



Terre Haute?



Terre = High + Haute = High



Lumbricus Terrestris ?

- ▶ Scientific name for an earth worm.



Labor Day!

► Labor = Work



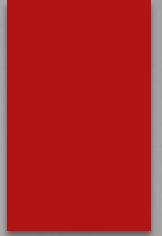
Labor Day!

- ▶ **Labor = Work**
 - ▶ **Laboratory**
 - ▶ **Laborious**
 - ▶ **Belabor**
 - ▶ **Laborer**
 - ▶ **Collaborate**
 - ▶ **Elaborate**



Fathers' Day

Pater/Patr-



Fathers' Day

Pater-/Patr-

- ▶ Paternal
- ▶ Paternalistic
- ▶ Paternity
- ▶ Patriarch
- ▶ Patrician
- ▶ Patron
- ▶ Patronize
- ▶ Padre



Fathers' Day

Pater-/Patr-

- ▶ Paternal
- ▶ Paternalistic
- ▶ Paternity
- ▶ Patriarch
- ▶ Patrician
- ▶ Patron
- ▶ Patronize
- ▶ Padre



- ▶ **Patriot – Lover of the Homeland or “Fatherland”**

Ask Students to Notice Roots

GM goes greener, pumping \$6M into electric bus builder Proterra

By Brent Snively
USA TODAY

DETROIT — General Motors venture capital arm will invest \$6 million in Proterra, a company developing an electric transit bus.

Jon Lauckner, president of GM Ventures, says the financing for Proterra "demonstrates our commitment to the electrification of the automobile."

The money from GM is part of a \$30 million injection of cash led by Silicon Valley venture capital firm Kleiner Perkins Caufield & Byers.

Proterra's EcoRide BE 35 all-electric bus has lithium-ion battery packs that give the big vehicle a 40-mile range on a full charge. More surprisingly, Jon

Granato, president of Proterra, says the company's fast-charge system can recharge the bus in just 10 minutes.

The BE-35, which has a body made of lightweight composites, is averaging up to 24 mpg diesel equivalent in testing, about six times more than a typical diesel bus. Three are being tested by Foothill Transit in West Covina, Calif. Proterra says two other transit systems — StarMetro, the transit system for Tallahassee, and VIA Metropolitan in San Antonio — also have agreed to test preproduction versions of the bus.

Granato says the cost to purchase, drive and maintain Proterra's buses over their lifespan is comparable to that of a diesel hybrid.

GM created GM Ventures with \$100

million a year ago to give the automaker an edge in next green technologies.

"We are making investments in technology to support GM's core automotive business, and the way we do that is we make equity investments in start-up companies that are developing next-generation automotive-related technology," Lauckner says.

So far, GM has invested \$26 million and has reviewed more than 350 possible investments.

"We have a couple of more that are closing in the very near future, which will boost that figure a fair amount," Lauckner says.

Snively also reports for the Detroit Free Press




Photo: Proterra

Fast works: Proterra's EcoRide BE 35 bus can recharge in about 10 minutes.

6/2011

Noticing



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Noticing - Extremophiles

Monday, March 18, 2013 | A5

U.S. NEWS

Life Discovered in the Deepest Ocean

by JONATHAN D. ROCKOFF

Researchers probing the deepest ocean have found a surprisingly high concentration of microbes, the latest evidence of organisms thriving in inhospitable environments that is reshaping scientists' understanding of the conditions necessary for life.

The bacteria were found nearly 6.8 miles below sea level, on the floor of the Pacific Ocean's Mariana Trench, according to the researchers. Findings were published Monday by the journal *Science*. No life was found in the trench's deepest part of the Challenger Deep.

Researchers expected to find a few microbes, but the discovery of so much activity was a surprise. The team led by Dr. Glud, of the University of Southern Denmark, probed the sediments of the Mariana Trench in late 2010. The scientists dropped a submersible outfitted with sensors

At such depths, little is left of the plant matter on the ocean surface that, as it drifts downward, sustains much of the ocean life. Filmmaker James Cameron, who last year piloted a submersible to the Mariana Trench, described the place as "sterile."

Other conditions, such as high temperatures, were also found. In February, a half-mile from the Antarctic ice sheet, where bacteria appear to have been living for millions of years, researchers found a half-mile from the Antarctic ice sheet, where bacteria appear to have been living for millions of years.

"Nobody realized there is so much biodiversity," said Anna-Louise Reysenbach, a microbiologist at Portland State University's Center for Life in Extreme

Extremophiles

Extremophiles are organisms that can thrive in harsh conditions. Researchers have found life in a number of unlikely environments:

- ◆ Inside deep-water ocean vents, despite high temperatures and lack of sunlight
- ◆ A foot below the surface of Chile's Atacama Desert, one of the driest places on Earth
- ◆ Under the Antarctic ice sheet, where bacteria appear to have been living for millions of years
- ◆ Nearly seven miles below sea level in the Pacific Ocean's Mariana Trench
- ◆ Inside rocks in Yellowstone National Park's hot springs

Sources: National Science Foundation, Nature Geoscience

Environments who wasn't affiliated with the study. Discovery of life in unexpected places, she said, "helps inform us what is possible elsewhere in the solar system."

The team led by Dr. Glud, of the University of Southern Denmark, probed the sediments of the Mariana Trench in late 2010. The scientists dropped a submersible outfitted with sensors

to gauge oxygen levels, a way to measure how much microbes were eating and digesting of the scraps of food left in the soil. The submersible also collected sediment samples from the trench floor and took hours of video footage.

Both kinds of microbes, Dr. Glud said, were feeding on the remnants of algae and other plants that hadn't been gobbled up by other sea creatures during the descent to the ocean floor. That process helps turn such matter into carbon dioxide, which is important in keeping the planet's oxygen level up.

A shallower part of the ocean, about four miles below sea level, had less than half as much microbial activity, the researchers found. That suggests the geography of Challenger Deep made it a landing spot for more organic matter than other deep parts of the ocean, perhaps because it is so far down and maybe because mudslides helped ferry the matter to the spot.

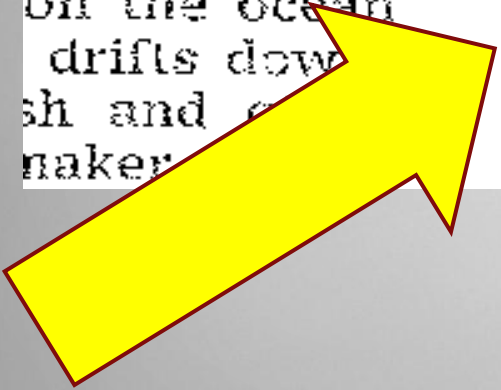
Noticing - Extremophiles

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little is left of
on the ocean
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maker

Extremophiles

Extremophiles are organisms that can thrive in harsh environments. Researchers have found life in a number of unlikely



A Latin-Greek Roots Word Wall!

Ante-

Anterior - near the front

Antebellum - A period before war

Atetype - An earlier form

Antecedent - A preceding occurrence or cause or event

Antecessor - A person who goes before

Post-

Postmark - A mark made by a stamp after received at the post office

Postpone - to put off to a later date, to not do at the original time

Posthumous - happening after death

Postscript - A note written after a letter is written

Postmeridian - happening after noon

Vocabulary Word

ROOTS

Prefix
Change meaning of word

Base
Carries the main meaning

Suffix
Changes part of speech in words

Word Nerd

Prefix/Word

Meaning

1
2
3
4
5
6
7
8
9
10

in-

im-

re-

un-

com-

col-

de-

pro-

Audi

Voice
VOC, voke

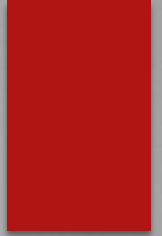
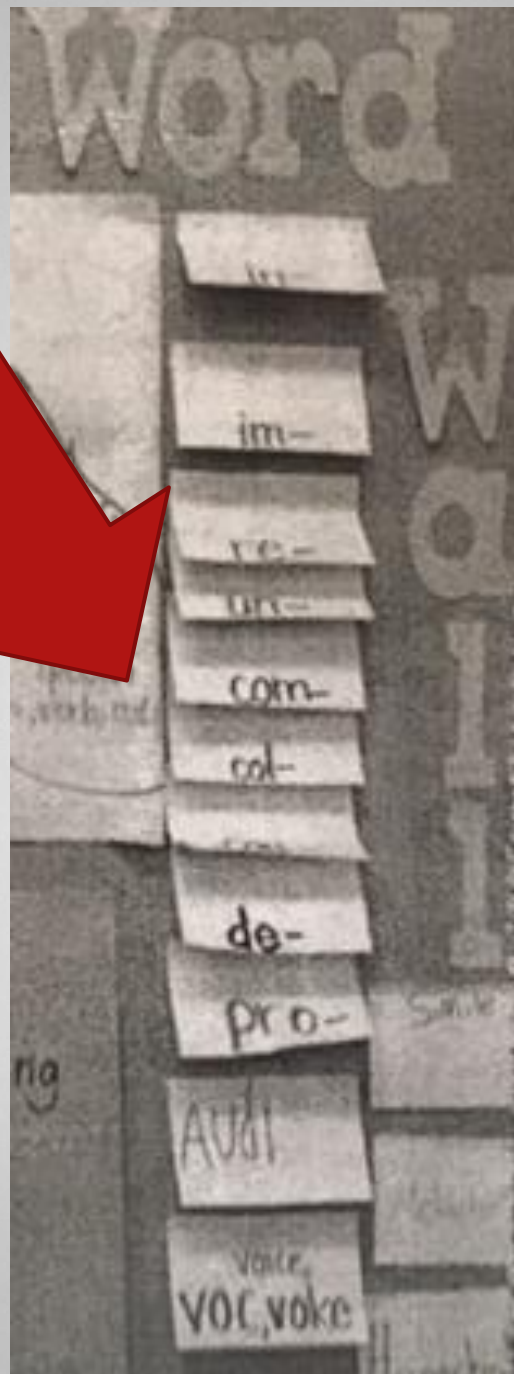
Speak, spee

W
a
l
l

Smile

Relax

Hypocrite



"Sub" - means under
below

Subway - travel underground

Substitute - work under
another person's plans

Subtract - pull #'s under

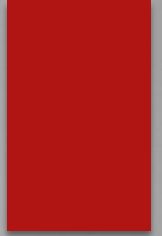
Subsea - ^{tool used} under the sea

~~Subterranean~~
~~Subterranean~~ under the
ground

Substance - underlies

Submit - to send under

Then What?



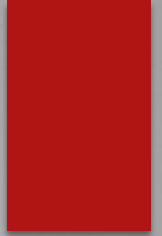
The Instructional Routine:

(10 minutes per day)

p. 10 HO

- ▶ **Day 1: Meet the Root** (*Demonstration*)
Teacher introduces root with discussion & Word Spokes activity.
- ▶ **Day 2: Divide and Conquer** (*Guided Practice*)
Teacher helps students *dissect* words to unlock meaning.
- ▶ **Day 3: Read and Reason** (*Independent reading and writing practice in context*)
Students read passages with root words in context.
- ▶ **Days 4-5: Combine & Create/ Extend & Explore**
Students engage with academic phrases & multiple forms of words in quick & enjoyable activities!

Tuesday – Divide and Conquer



Second Graders and Roots!

Divide and Conquer

Name Marinna Conrad



Divide and Conquer

Prefix	+	Base	Meaning
1. <u>uni</u>		<u>corn</u>	<u>one horn</u>
2. <u>uni</u>		<u>que</u>	<u>one of a kind</u>
3. <u>uni</u>		<u>form</u>	<u>one part of</u> Clozi
4. <u>uni</u>		<u>cycle</u>	<u>one wheel</u>
5. _____		_____	_____
6. _____		_____	_____
7. _____		_____	_____

Odd Word Out

uniform

unitards

unique

Why?

because the rest are closing

Second Graders and Roots!



Prefix

+

Divide and Conquer

Base

Meaning

1. tri

cycle

threewheel

2. tri

athlete

three sports

3. tri

plet

three babies

4. tri

pod

three legs

5. tri

colored

three colors

6.

Wednesday

Read/Write in Context



ROOT OF THE WEEK -

bi

Meaning -

two

Directions: Please find at least one word that contains our root of the week. Please write down the entire sentence that you find it in or cut and paste it down below. (If you would like to find more than one word, that would be great.) You can use books, newspapers and magazines.

My friend is bilingual,
she speaks English and
Spanish.

Awesome
Work,
Shyla!

Thursday

Word Sorts and More

Combine and Create

Word Bank

unlock

unwrap

untalk

unnew

unsafe

unstop

Makes a Word

unlock

unsafe

unwrap

Does Not Make a Word

untalk

unnew

unstop

Friday – Go for the Gold!

Word Games or Assessment

WORDO

unlock	unfinished	undone
unlike	unwrapping	unknown
undo	unsafe	unusual

W	O	R	D

p. 7 HO
Also timrasinski.com
Resources

But Wait!

**There's more you can do
with word roots.**



Students can Create their own Words

► **Be the Bard!**



Intaxication

The Washington Post

**Euphoria at getting a tax refund,
which lasts until you realize it was
your money to start with!**

Cashtration

The Washington Post

- ▶ The act of buying or building a house, which renders the subject financially impotent for an indefinite period of time.

Inoculatte

The Washington Post

- ▶ To take coffee intravenously when you are running late!



Students can Create their own Words

▶ **Autophile**

- ▶ Car keys
- ▶ Mirror
- ▶ Wallet full of money

Students can Create their own Words

▶ Autophile

- ▶ Auto = self
- ▶ Phil/phile = love





Students can Create their own Words

▶ **Matemand**

Students can Create their own Words

- ▶ **Matemand**
 - ▶ **Mater = mother**
 - ▶ **Mand = order**

Students can Create their own Words

▶ Matermand

▶ Mater = mother

▶ Maternal, matriarch, matron

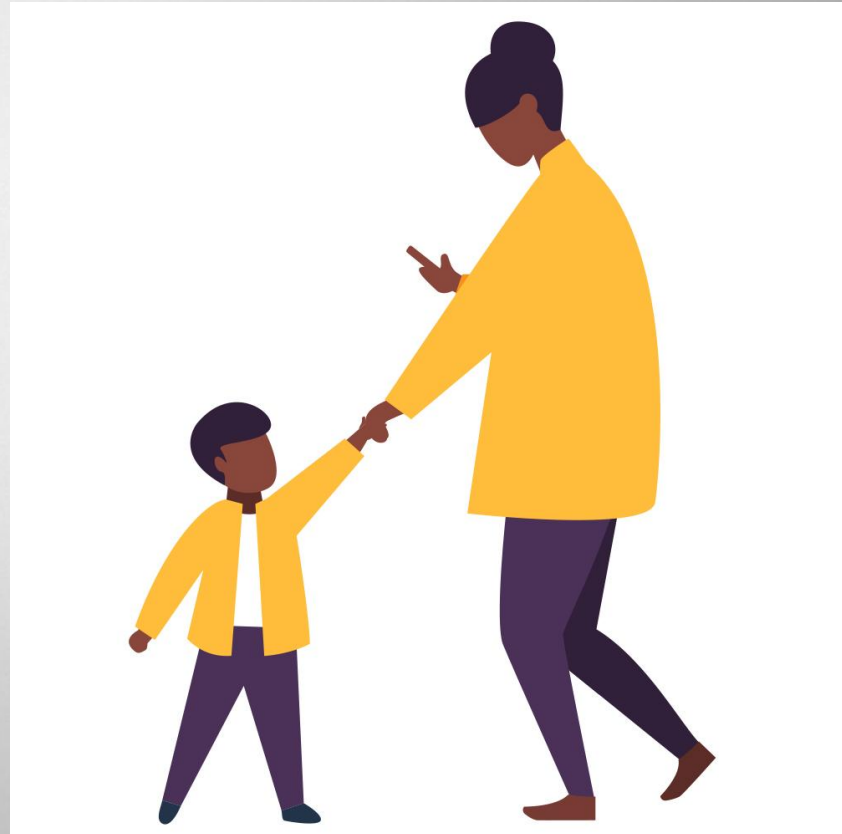
▶ Mand = order

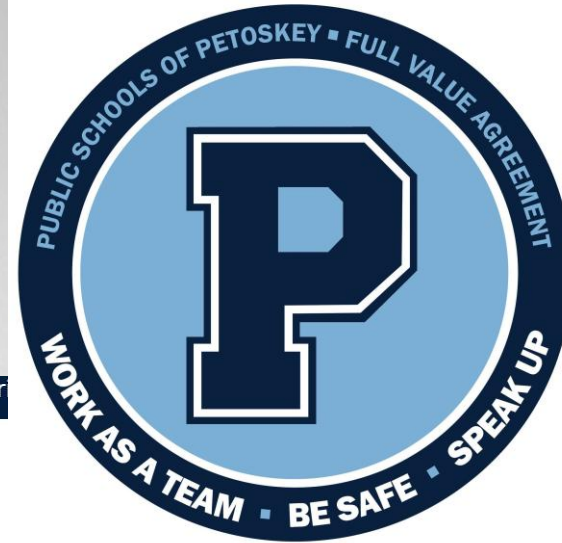
▶ Command, demand, reprimand
mandate, mandatory

Students can Create their own Words

- ▶ **Matemand**
 - ▶ Mater = mother
 - ▶ Mand = order

A mother's order





Distr



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Congrats!
**BOYS SKI TEAM
STATE CHAMPIONS!**

Be the Bard



It's all Greek to PHS class

BY RYAN BENTLEY
NEWS-REVIEW STAFF WRITER

Whether they're supervising a class in the regular instructor's absence or governing a heavily-populated state following a career in action films, rulers provided inspiration for some of the top entries in the third annual word-coining contest organized by a Petoskey High School teacher.

Ralph Tramontini asked students in his Greek and Latin derivatives class in recent weeks to create some new words by putting together some of the hundreds of Greek roots they've learned in the first few weeks of class.

The 21 juniors and seniors were asked to create five words and display them with definitions on posters. Then, the class nominated a favorite from each student's poster, and cast their votes to decide the top three entries in the class.

Junior Eric Shaw won first place for the noun "pseudomacropedigynacrat." It combines the roots "pseudo," meaning false; "macro," meaning large; "ped," meaning child; "gyn," meaning woman; and "crat," meaning one who rules.

His definition for this noun was "a large, fake woman ruler of kids; a high school substitute teacher."

"I was just looking through the roots and put them together," he said, adding that the resulting combination made him think of substitute instructors.

The third-place entry, submitted by senior Caleb Wojcik, was "megalomycrat." A noun, this word combines roots "megalo," meaning large; "myo," meaning muscles; and "crat," meaning one who rules.

Caleb's stated definition was "one who rules with large muscles (i.e., Arnold Schwarzenegger)."

He noted that the word was created around the time of the Oct. 7 recall election in which California voters ousted Democratic Gov. Gray Davis and replaced him with the Austrian-born Republican and film star.

"I just saw the roots for muscle and big, and thought of Arnold Schwarzenegger," Caleb said.

Though neologism entries tended to be lighthearted, one of senior Laura Hawkins' submissions — which took second place — suggested that the contest wasn't painless.

By combining the Greek roots "neō," meaning "new," "log," meaning "word" and "algia," meaning "pain," Laura created the noun "neologalgia." Her definitions for the term included "pain caused by the invention of new words" and "a set of symptoms which includes stiffness in the back and loss of feeling in the feet, often accompanied by sleep deprivation or insomnia."

Working late one night on the word-coining assignment likely influenced Laura's choice of entries.

"I was just so tired at the time," she said. "It was at 1 in the morning, I think."

"Sometimes, you're most creative

than it would have been had the

ried Gray can be contacted at 439-9374, or
fgray@petoskeynews.com.

Birth of a word

The following are samples of the words and definitions which students in a Petoskey High School word derivatives class recently created from Greek roots for a contest:

PSEUDOPHILOPOLIODEM (noun): the false love of city people; for example, when a rural community is overrun by people from an urban area, and the people of the rural area have a false love of the urban area for business purposes;

COTYLCRANICALIC (adjective): being physically attractive, but empty-headed;

GYMOSOMATOPOLIST (noun): an agent who lives off the earnings of a prostitute he manages; a pimp;

ERYTHROSAUROCHRYSE-

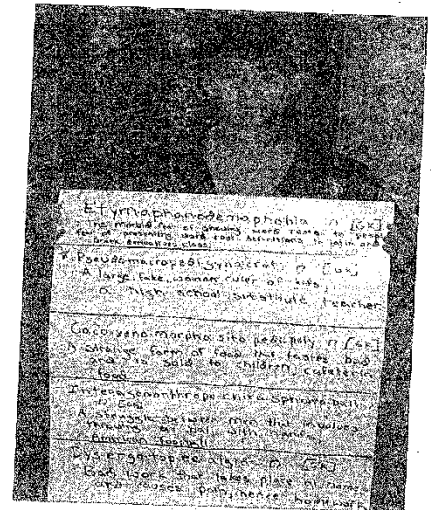
MOSCHIZOGLOTTOLATRY (noun): the worship of red lizards with gold blood and cleaved tongues.

when you're so tired."

The top contest entrants, who received extra-credit points, generally agreed that the word-coining assignment was a fun change of pace from other classwork.

Tramontini said the intent behind the assignment is to give students an enjoyable way to apply their knowledge of Greek word root origins and prepare for the exam covering that part of the class.

"It's fun," he said. "We end up talking about everything under the sun,



RYAN BENTLEY/NEWS-REVIEW

Petoskey High School junior Eric Shaw displays a poster listing the five new words he created for a contest in Ralph Tramontini's Greek and Latin derivatives class. Eric received first place for the word "pseudomacropedigynacrat," a noun meaning "a large, fake woman ruler of kids; a high school substitute teacher."

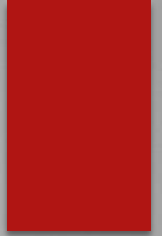
because the Greeks had a word for it."

The Greek and Latin derivatives class, now in its third year, is intended to help juniors and seniors expand their vocabulary skills for use in higher education and the working world, he added.

Ryan Bentley can be contacted at 439-9342, or
rbentley@petoskeynews.com



Pseudophilopolisodem ?



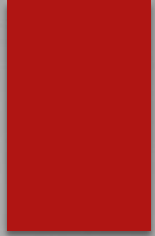
Psuedophilopolisodem ?

Psuedo – False

Phil(o) - Love

Polis - City

Dem - People



Psuedophilopolisodem ?

Psuedo – False

Phil(o) - Love

Polis - City

Dem - People

**False love of people who live in cities.
Brown County State Park or Indiana Dunes?**

You Be the Bard

Combine and Create: Invent a Word!

Ante- (before)

Anti- (against)

Inter-

Uni-

Bi-

Tri-

Re-

Pan- (all)

Pre-

Circum-

Semi- (half)

Aqua

Aud (Hear)

Bene (Good)

Cent (100)

Dem (People)

Dent (Teeth)

Mater

Pater

Phil(e) (Love)

Polis (City)

Psuedo

Terr(a) (Earth/Land)

-er/or

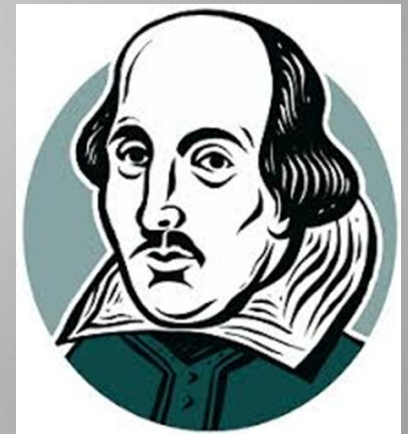
-ery

-ful

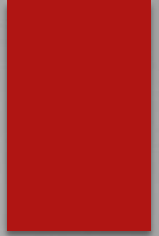
-ness

-ology

-ologist



Word Roots Develops Students' Curiosity About Words



Did You Know?

Dec = 10

Decade, Decathlon, Decimal, December,
Decade, Decagon, Decimate

Did You Know?

Dec = 10

Decade, Decathlon, Decimal, December,
Decade, Decagon, Decimate

December?

Did You Know?

Dec = 10

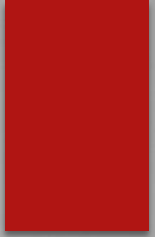
Decade, Decathlon, Decimal, December,
Decade, Decagon, **Decimate**

Decimation

Today, the words **decimate/decimation** mean to destroy or hurt something gravely. However, the original meaning of **decimate** shows us that ten was an essential word root. **Decimate** and **ten** harken back to a brutal practice of the army of ancient Rome. A unit that was guilty of a severe crime (such as mutiny) was punished by selecting and executing one of every ten of its soldiers, thereby frightening the remaining soldiers into obedience.



Clip Art Roman Legion , Fr

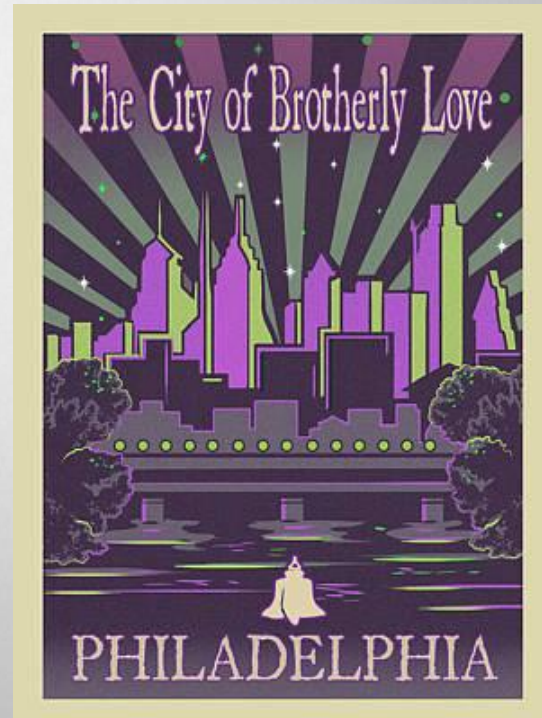
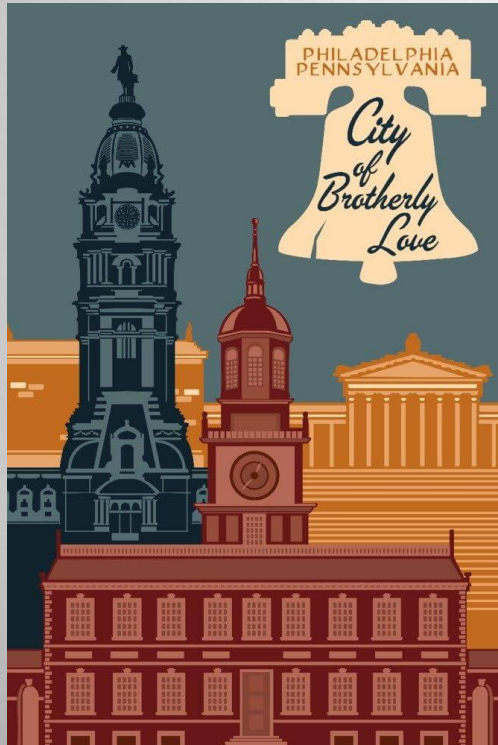


Did You Know? How Philadelphia Got its Name?

Did You Know?

How Philadelphia Got its Name?

Phil = Love + Adelphos = Brother



Latin- Greek Roots

**Putting it all Together to
Creating a Curriculum**

EDUCATION WEEK

Published Online: April 12, 2016

Published in Print: April 13, 2016, as **Can Latin Build Young Vocabularies?**

Can Latin Help Younger Students Build Vocabulary?

By **Liana Heitin**

Fairfax, Va.

With students gone for the day, 6th grade teachers Joy Ford and Ryan Rusk sat in a classroom discussing the Latin root *temp*.

After determining that "contemporary" and "temporary" share the root, which refers to time, the two Woodlawn Elementary teachers then turned to the word "temptation."

"I'm tempted to eat this chocolate," said Ford. "That doesn't have to do with time."

"But if I'm tempted, I want it now," responded Rusk. "So could it?"

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THE LATIN-GREEK CONNECTION

Building Vocabulary Through Morphological Study

Timothy V. Rasinski ■ Nancy Padak ■ Joanna Newton ■ Evangeline Newton

Using Latin and Greek word roots to teach multiple words is a more efficient approach than the traditional vocabulary instruction of teaching words as single entities.

www.timrasinski.com

Human Development [NICHD], 2000). Studies and reviews of research over the past three decades have shown that the size and depth of elementary students' vocabulary is associated with proficiency in reading comprehension and that instruction to increase readers' vocabulary results in higher levels of reading comprehension (e.g., Baumann et al., 2002; Beck, Perfetti, & McKeown, 1982; Kame'enui, Carnine, & Freschi, 1982; Stahl & Fairbanks, 1986).

Yet despite the promise of vocabulary instruction to improve elementary students' reading, consensus

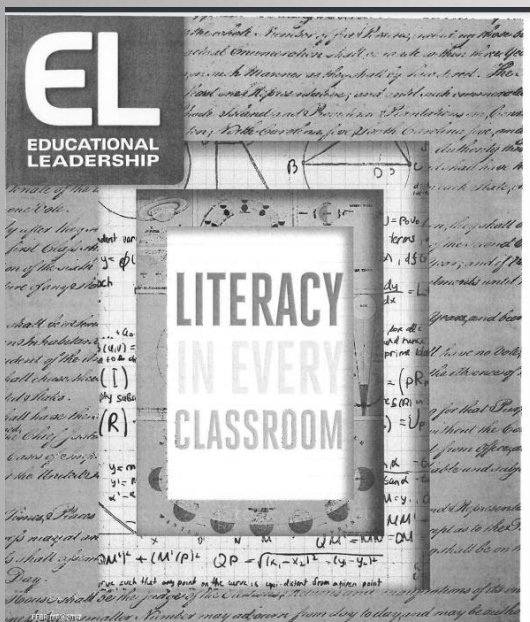
attempts to address this situation by making the case for a very productive, efficient, and engaging approach to vocabulary and the study of words.

Focus on Meaningful Word Patterns

For young children, the development of morphological awareness is an integral component of word learning. Biemiller and Slonim (2001) determined that children acquire about 600 root word meanings per year from infancy to the end of elementary school. In a comprehensive review of 16 studies analyzing the effect of instruction in morphological awareness on

est that teach-
aches to
base and
is article

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THE ROOTS OF COMPREHENSION

Studying Latin and Greek word origins
makes vocabulary instruction resonate.

Timothy Rasinski, Nancy Padak, and Joanna Newton

Research going back seven decades demonstrates that vocabulary knowledge is strongly associated with proficiency in reading comprehension. Large vocabularies lead to better reading performance (Baumann et al., 2002; Davis, 1944). Amazingly, more than 80 percent of students'

4th, 8th, and 12th grade students' vocabulary development shows that at all three grade levels, U.S. students have demonstrated no improvement at all in their vocabulary knowledge since 2009 (National Center for Education Statistics, 2015).

According to vocabulary scholar Margaret McKeown, very little vocab-

as painful and meaningless weekly word lists and quizzes. Students may memorize words, spellings, and definitions, but these are quickly forgotten. The result of either approach—benign neglect or rote memorization—is stagnation in our students' vocabulary knowledge.

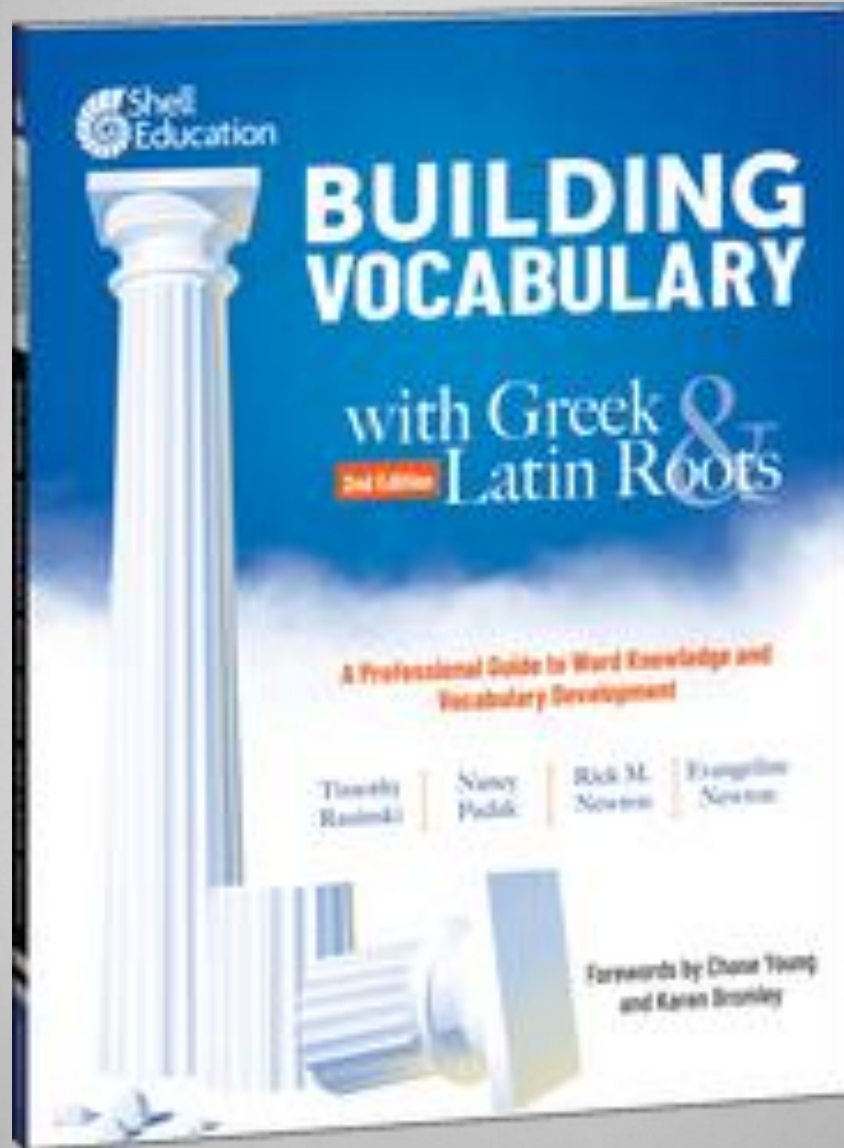
Chapter 1

Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades

Nancy Padak, Evangeline Newton, Timothy Rasinski,
and Rick M. Newton

Each Monday morning, Joanna Newton introduces her grade 2 students to a new word root. After a short discussion about the root, she tapes a sheet of butcher block paper to a counter, writes the root at the top, and places a bowl of markers next to it. Her students spend the next few days on the lookout for words that use the root. They know words from the root can appear when they read, listen, or talk to each other. They also know how to explore for new words in dictionaries and on the Internet. Each time they discover a word that fits, Joanna's students write it on the chart paper, always initialing the entry. On Friday morning, Joanna's class assembles to review the collected words. Each student explains where he or she found the word, what it means, and how

2nd Edition – 2020



Timothy Rasinski

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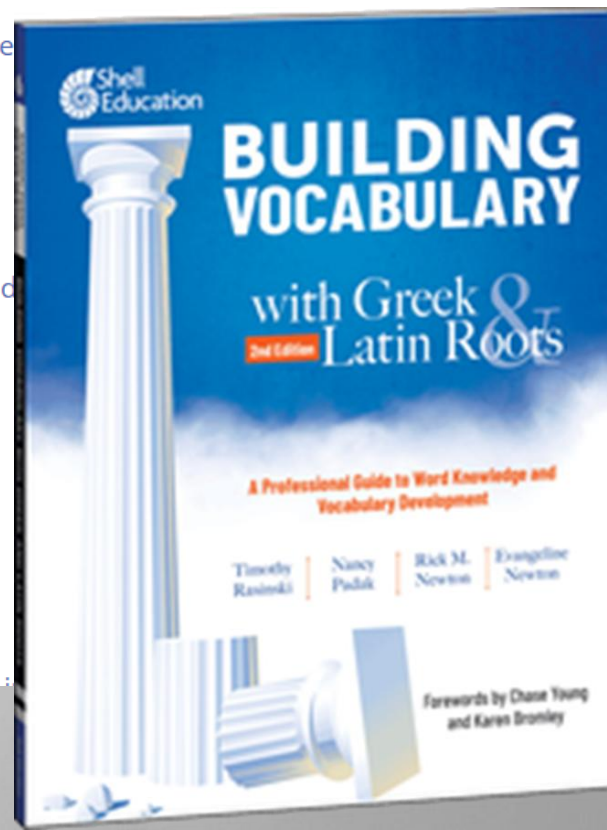
- Study Guide for Building Vocabulary with Greek and Latin Roots, (2nd Edition)-Tim Rasinski, Nancy Padak, Rick M. Newton, Evangeline Newton
- Tim Rasinski's Handouts for Professional Development: From Phonics to Fluency
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- Fast Start - A 2-Year Study of a School-Based Parental Involvement Program



Does it Work?

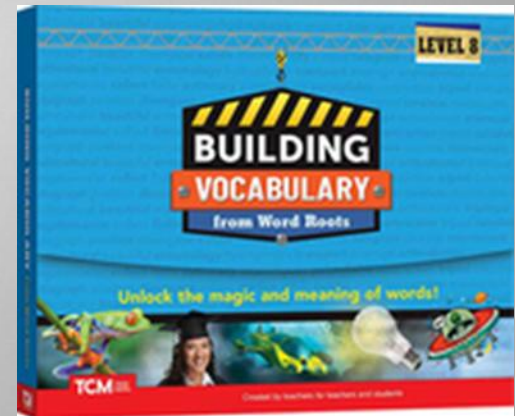
Science of Reading

“In the Trenches”



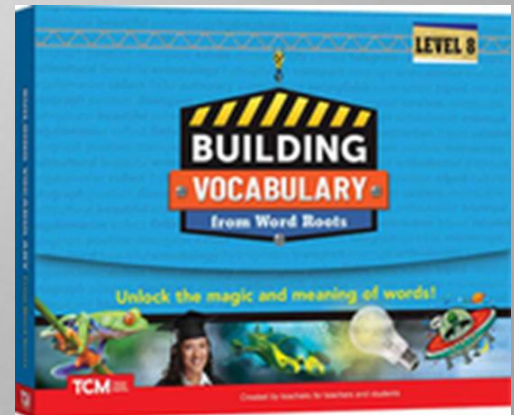
- ▶ I attribute our success with the new standards (which mirror the Common Core) to our preparation with **Greek and Latin word parts! Each grade level** on the State test had questions regarding word parts (roots and affixes). Every school in our district met the reading Annual Measurable Objectives (VERY hard to do).

- ▶
- ▶ **Dr. Nancy Guth**
- ▶ **Supervisor of Literacy and Humanities
Stafford County Public Schools
Stafford, VA**



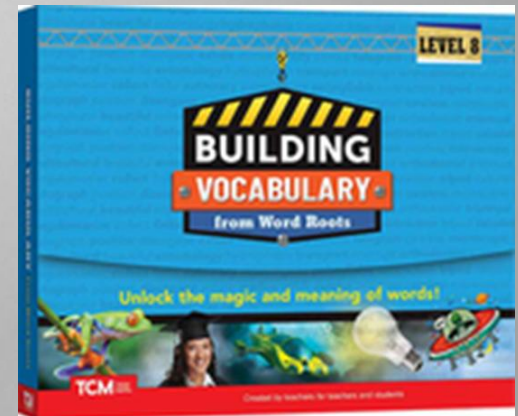
Alan Becker — ELA Supervisor, North Carolina

*Out of twenty elementary schools in the district my ELA classrooms produced the **highest reading comprehension growth in the county** according to the results of our statewide end-of-grade test.*



“I LOVE LOVE LOVE the Building Vocabulary curriculum. I have been looking for a systematic instructional system for years to teach vocabulary and this was great! The students learned a lot and most of the information was retained and transferred.”

- ▶ **-Summer School Instructor. 2022**
- ▶ **School District of Palm Beach County**





By —
Liana Heitin,
Education
Week

Can Latin help younger students build vocabulary?

Leave your

Education Apr 19, 2016 4:26 PM EST

Can Latin help younger students build vocabulary?

Education Apr 19, 2016 4:26 PM EST

Between 2014 and 2015 Woodlawn School saw increases in its standardized test scores for reading, particularly at the grade in which most teachers were using Latin and Greek roots.

(The percentage of 4th graders passing went up by 28% and for 5th grade it rose 19%)



The Effects of Morphological Instruction on Literacy Skills: A Systematic Review of the Literature

Peter N. Bowers and John R. Kirby
Queen's University

S. Hélène Deacon
Dalhousie University

The authors reviewed all peer-reviewed studies with participants from pre-school to Grade 8 for this meta-analysis of morphological interventions. They identified 22 applicable studies. Instructional effects (Cohen's d) were averaged by linguistic outcome categories (morphological sublexical, non-morphological sublexical, lexical, and supralexical) and comparison group (experimental group vs. control or experimental group vs. alternative training). The authors investigated the effects of morphological instruction (a) on reading, spelling, vocabulary, and morphological skills, (b) for less able readers versus undifferentiated samples, (c) for younger versus older students, and (d) in combination with instruction of other literacy skills or in isolation. Results indicate that (a) morphological instruction benefits learn-

Results indicate that

- ▶ **a) Morphological instruction benefits all learners.**

Review of Educational Research
June 2010, Vol. 80, No. 2, pp. 144–179
DOI: 10.3102/0034654309359353
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- ▶ **b) It brings particular benefits for less able readers**

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- ▶ **c) It is no less effective for younger students**

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Results indicate that

- ▶ a) Morphological instruction benefits all learners.
- ▶ b) It brings particular benefits for less able readers
- ▶ c) It is no less effective for younger students
- ▶ **d) It is more effective when combined with other areas of instruction (Social Studies, Science...)**

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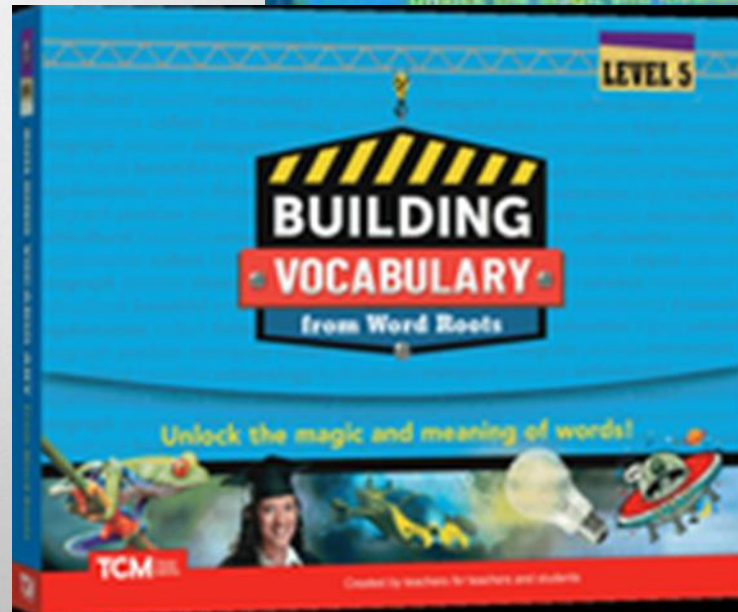
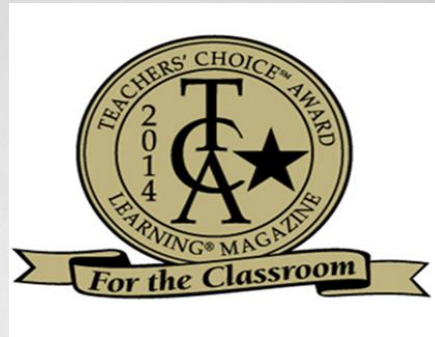
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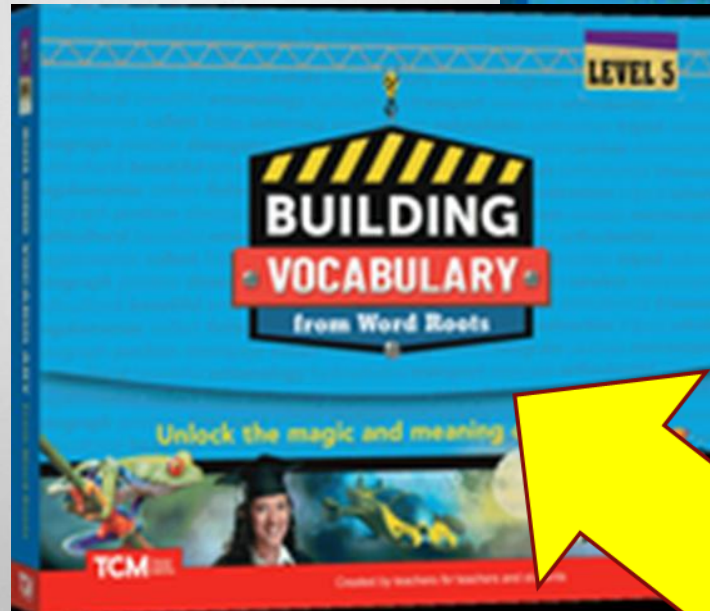
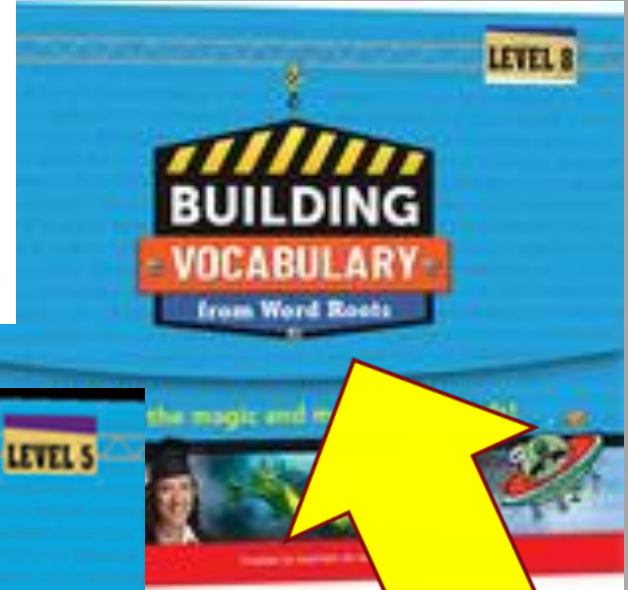
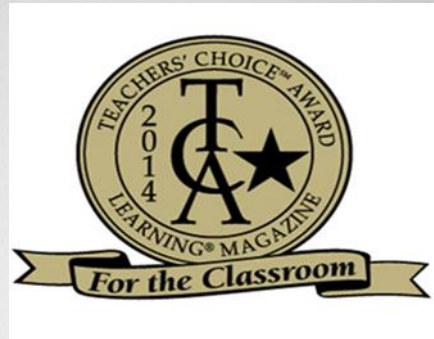
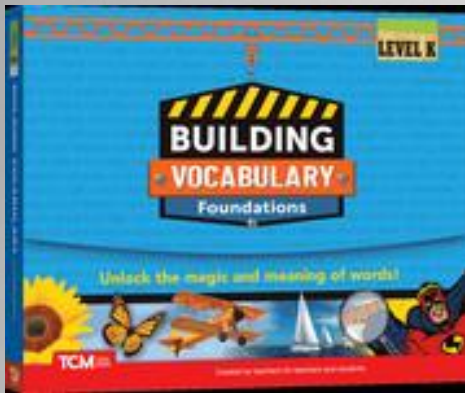
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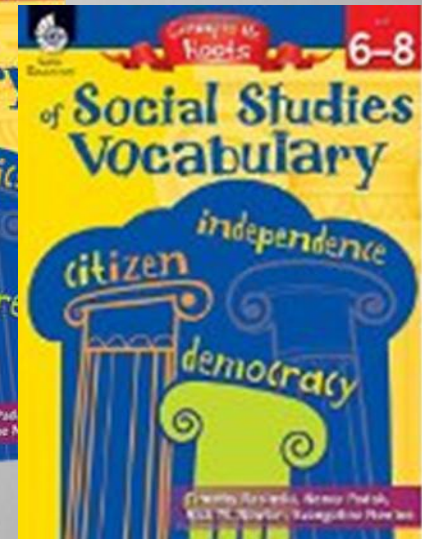
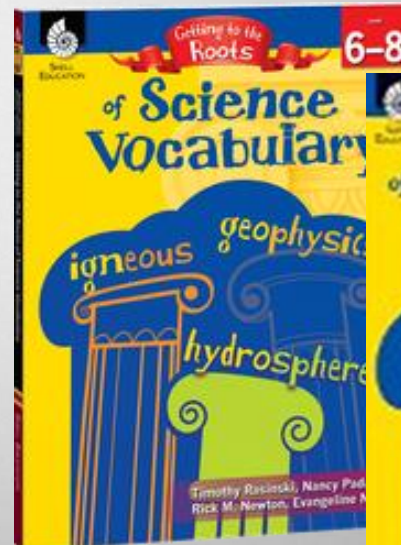
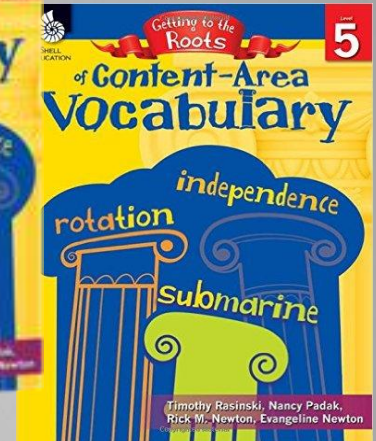
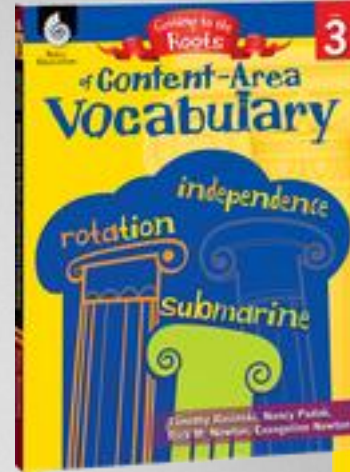
**Word
Families/Rimes**

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**Word Roots
Grades 3+**

Specialized Student Resources



trasinsk@kent.edu

Morphology Monday



Tim Rasinski

627 Tweets



Tim Rasinski @TimRasinski1 · Apr 22

1 of 3 Apr 22. Happy Earth Day!

Here's a quick Word Roots Vocab Lesson for Earth Day

Pls RETWEET for others parents & teachers to use. Thanks.

To Print: Click on Image then Copy & Paste to a word doc.

@ILA @NCTE @DyslexiaIDA @EdWeekTeacher @weareteachers
@SavetheChildren

Earth Day on the Mediterranean Sea

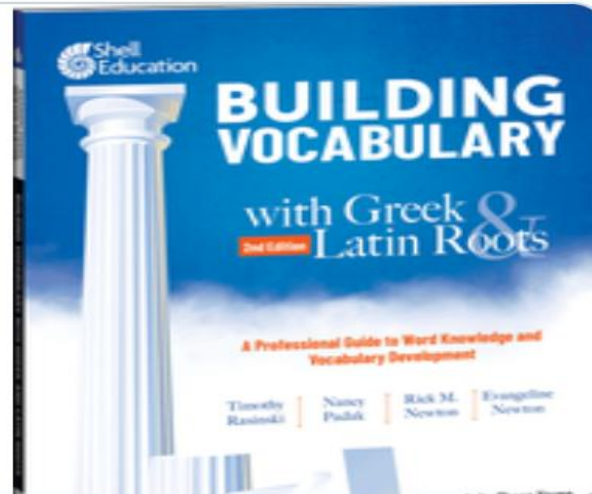
A Word Roots Lesson for Earth Day – Terr(a)

On April 22nd, the whole world comes together to celebrate the planet Earth. You may already know that many familiar "earth" words come to us from the Latin base *terr*, which means "land, ground, earth." But did you know that *terr* often occurs in words that name geographical places? Here's how the *Mediterranean Sea* got its name.

The ancient Romans lived in Italy, which is in the middle of the *Mediterranean Sea*. The Romans set out to conquer all the lands that touched this huge body of water: France, Spain, Libya, Egypt, Arabia, Greece, and the Middle East. The Romans called the world they conquered the "Circle of Lands" (*orbis terrarum*), and they called this sea "Our Sea" (*Mare Nostrum*). We call it the *Mediterranean Sea* because it lies in the *middle (Medi-)* of all those *lands (terr)* once conquered by the ancient Romans.



See if you can figure out the "earth" connection in these words: *territory*, *terrace*, *terrain*, *terrarium*, *extraterrestrial*, *subterranean*, *terrier*. If you need help, look them up in an online dictionary.



Cameron Carter and 9 others

Earth Day on the Mediterranean Sea

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Why Geologists Love Earth Day

Another Word Roots Lesson for Earth Day – Geo

Do you like rocks? Many people find rocks fascinating. If you are one of those people you might want to become a geologist. A geologist is a scientist who works in geology - the study of the physical history of the earth, the rocks of which it is composed, and the physical, chemical, and biological changes that the earth has undergone or is undergoing. The word geology comes from two Greek word roots – **geo**, meaning **earth** or land, and **-ology** which means the study of. So, geology means the branch of science that studies the earth and its features. Geologists study volcanoes and earthquakes; they also study the various materials that make up the earth, such as oil and minerals. The study of geology can be quite fascinating.

Knowing that the word root **pan** means **all**, why do you think that the word **Pangea** refers to the supercontinent that included almost all the landmasses on Earth in early geological times?



See if you can figure out the “earth” connection in these words: **geography**, **geometry**, **geode**, **geothermal**, **geocentric**, and **geodesic** dome and sphere. Can you match each image above with one of these “geo” words? If you need help, look them up in an online dictionary.

NATIONAL TORTILLA CHIP DAY – February 24



tort = twist

A Word Root Lesson focused on *tort = twist*

National **Tortilla** Chip Day celebrates the crunchy, curvy, and **twisty** snack loved by millions across the nation, is observed annually on February 24th. Tortilla chips are most commonly served with salsa, chili con queso, guacamole, or cheese dips. Tortilla chips are made from corn tortillas cut into wedges and then fried. Tortillas, themselves, are thin, flat, round cakes of unleavened commeal baked on a griddle. The name **tortilla** comes from the Latin which means "twisted bread."

Even though tortilla chips have always been considered to be a Mexican food, they were first produced in Los Angeles in the late 1940s. It is said that the triangle-shaped **tortilla** chips were made popular by Rebecca Webb Carranza as a way to use the misshapen **tortillas** that were rejected from the automated tortilla machine that she and her husband used at their Los Angeles deli and **tortilla** factory. Carranza realized that once the discarded **tortillas** were cut into triangle shapes and fried they twisted themselves into becoming a popular snack. She sold them for a dime a bag. Carranza received the Golden **Tortilla** Award in 1994 for her contribution to the Mexican food industry.

Source: <https://nationaldaycalendar.com/national-tortilla-chip-day-february-24/>

Match the tort word below with the appropriate image (How does each word include the idea of twist?)

Contortionist



Torture



Distortion



More **tort** words to explore:

Extortion Retort
Tortellini Torsion

Learn more about a Word Roots approach at
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us at trasinsk@kent.edu



March 15 - World **Contact** Day



tact/tang = touch



A Word Root Lesson on **tact/tang** = **touch**

Every year on March 15th, people around the globe unite on World **Contact** Day to attempt make **contact** or get in **touch** with extra-terrestrial (ET) life. Nearly half of all human beings believe that intelligent alien civilization exists. Those who believe other life forms exist think we should try to make **contact** with them. If you are one who doesn't believe in aliens, here are some facts to consider:

- The U.S. government takes UFOs seriously.
- Scientists think that certain planets may be habitable.
- Many people claim to have personal **contact** with aliens and have been able to draw pictures describing their experiences.
- Many people have reported UFO sightings and have taken pictures to prove it.
- There are a lot of things that happen in the sky that are simply unexplainable.
If aliens really do exist, why haven't we made contact with them?

What do you think about aliens and life beyond the earth?

(Source: <https://nationaldaycalendar.com/world-contact-day-march-15/>)

The Latin s **tact, tang** means **touch**. It is found in many English words. Can you think of any? _____



tact/tang = touch

Match the descriptive phrase below with the **tact/tang** word on the right. Be sure to "**touch** bases" with a friend or teacher about your choices.

1. _____ Affecting the sense of "touch" such as sand paper.
2. _____ Capable of being transmitted, especially by "touch."
3. _____ Not perceptible by the senses, especially the sense of "touch."
4. _____ "Touching at a single point."
5. _____ An item that is not broken; "untouched."
6. _____ Being sensitive to the feeling of others, especially on "touchy" issues

- a. **tangent**
- b. **tactile**
- c. **intact**
- d. **contagious**
- e. **tactful**
- f. **intangible**

Choose the Correct Word:

My brother is so touchy, that any _____ (**tangential**, **tactless**, **contingent**) comment by someone is certain to hurt his feelings.

What does it mean when someone is described as touchy?

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Memorial Day

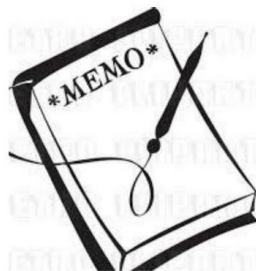


A Word Roots Lesson on **mem, memor = mind, mindful**

On the last Monday of May the United States commemorates, honors and remembers of all men and women who have died while serving in the United States Armed Forces. The words memorial, commemorate and remember all carry an important word root – **mem/memor** which means “**mind or mindful.**” On Memorial Day we are asked to be mindful of those who have died in service to their country so that they live on “in our minds.”

Here are other English words that contain this root as well. Can you match them with the pictures below? What do each have to do with “mind or mindful”?

memories, memoirs, memorandum



If you were to visit Washington DC, what might you bring home as a **memento**?

Thanksgiving – A Day of Gratitude

Celebrating the Word Roots Grat-/Grac- = Thank



Thanksgiving Day is observed each year in the United States on the fourth Thursday in November. In 1621, the Plymouth colonists and Wampanoag Indians shared an autumn harvest feast of **gratitude** that is acknowledged today as one of the first Thanksgivings in the colonies. For more than two centuries, days of thanksgiving were celebrated by individual colonies and states. It wasn't until 1863, amid the Civil War, that President Abraham Lincoln proclaimed a national Thanksgiving Day to be held each November.

The word **gratitude** is based on the Latin root **grat/grac**, which means "thank." To feel **gratitude** is to feel **thankful** or to show appreciation for a kindness.

Match the **grac-/grat-** phrase in the box on the right with the descriptions below.

1. _____ To "give thanks" before a meal
2. _____ To tip a food at a restaurant as a "thank you".
3. _____ To be "thankful" for your blessings.
4. _____ To show no "thanks" or appreciation for a favor.

- A. Feel grateful
- B. Display of ingratitude
- C. Say grace
- D. Leave a gratuity

Check out these other **grac-/grat-** words. What do each have to do with **thanks** or **pleasing**.

- Ingrate
- Gracious
- Gratify
- Gracias



Learn more about a Word Roots approach at www.timrasinski.com > Products. Contact us at trasinsk@kent.edu



Laura Hancock, Ph.D. @LauraAHancock · Feb 13

★ Absolutely love Building Vocabulary with Greek and Latin Roots! Theory, practice & extension activities. Odd Word out is a fav & much fun with students & adults.



Tim Rasinski @TimRasinski1 · Feb 13

Morphology Monday!

In anticipation of Presidents Day (2,20) in the US, this week's Word Roots are "SID, SED, SESS = SIT"

"Joe Biden is the SITTING preSIDent"

@ILAToday @ascd @DyslexiaIDA @reading_league @IMSEOG



Presidents Day

A Word Root Lesson focused on **sid, sed, sess = sit**



On the third Monday in February, the United States celebrates the national holiday known as Presidents Day. The day takes place during the birth month of the country's two most prominent presidents, George Washington and Abraham Lincoln. The story of Presidents' Day began in 1860. Following the death of George Washington in 1799, his February 22 birthday became a potential day of remembrance. At the time, Washington was venerated as the most important figure in American history.

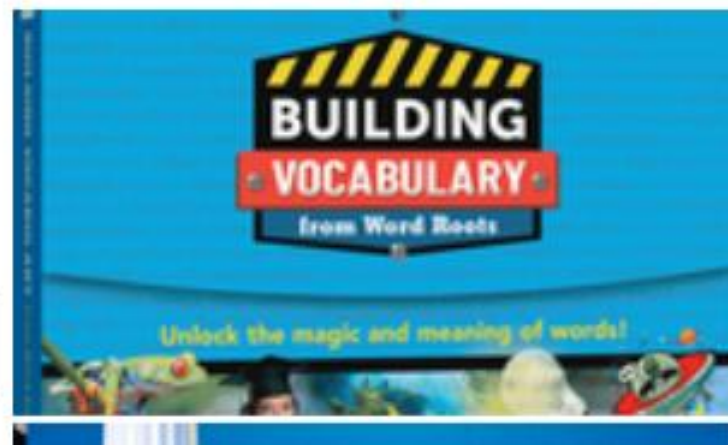
The word root **sid** is embedded in the word president. The roots **sid, sed, and sess** mean to "sit." Knowing that the word root pre means before, you can see how a president "sits before" or in front of the nation to provide leadership **and is often referred to as the sitting president.**

Match the phrase on the left with the appropriate sid/sed/sess word on the right.

1. _____ A person who "sits" in his or her home.
2. _____ Matter that has been deposited and "sits" or settles through some natural process.
3. _____ Tending to spend much time seated and inactive.

- a. sedentary
- b. sediment
- c. resident

Did You Know...



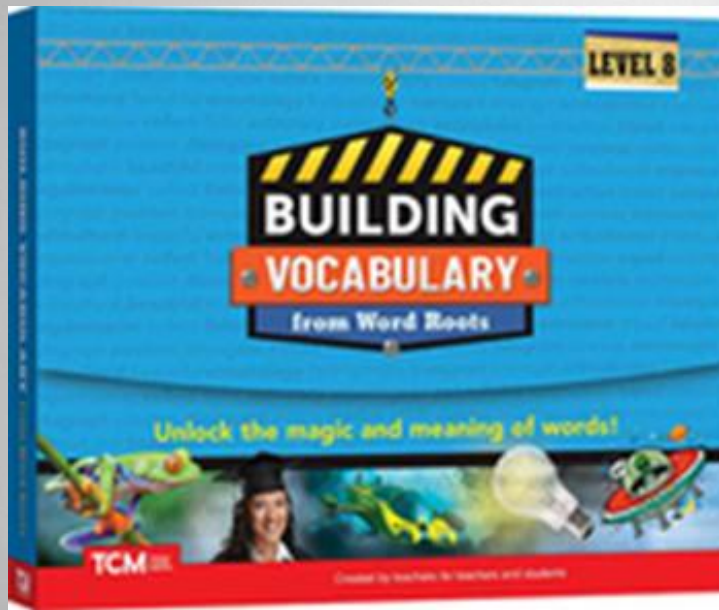
VENI, VIDI, VICI

“I CAME, I SAW, I CONQUERED”



VENI, VIDI, VICI

**I CAME, I SAW, I CONQUERED
VOCABULARY!**





Breathe

The air taken into or expelled from your lungs.
Add two letters.

A rodent.
Change one letter.

Vegetables container.
Remove one letter.

A single sheet of glass in a window.
Change one letter.

The cord to your nervous system.
Change one letter.

Change the previous noun to a verb.
Add one letter.

A spoiled teenager.
Add one letter.

Another word for feline.
Change one letter.

An old man uses this to walk.
Change one letter.

An evergreen tree.
Take away one letter.

A structure on top of a building.
Take away two letters.

INSPIRE

Spir(e) = Breathe

- ▶ Inspire, Inspiration, Inspirational, Uninspiring
- ▶ Aspire, Aspirate, Aspiration, Aspirant
- ▶ Respiration, Respirator
- ▶ Conspire, Conspiracy, Coconspirator
- ▶ Perspire, Perspiration
- ▶ Expire, Expiration
- ▶ Transpire,
- ▶ Spiracle
- ▶ Spire, Spiral
- ▶ Spirit, Spiritual, Dispirited, Spirituality



Spir(e)= Breathe

- ▶ Inspire, Inspiration, Inspirational, Uninspiring
- ▶ Aspire, Aspirate, Aspiration

Spir(e) > 50+ English Words !

- ▶ Conspire, Conspiracy, Coconspirator
- ▶ Perspire, Perspiration
- ▶ Expire, Expiration
- ▶ Transpire,
- ▶ Spirit, Spiritual,
- ▶ Spire, Spiral



A Poem About Words

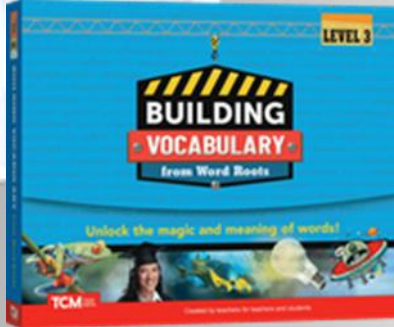
A word is dead
When it is said,
Some say.

I say it just
Begins to live
That day.

--Emily Dickinson



Word Ladders and Word Study



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