

Roots and Fruits



A Comprehensive Vocabulary
Curriculum covering Grades K
through 12

**Uses *English* Forms
of Greek and Latin Roots and Prefixes**

673 Roots and Prefixes – 1716 Vocabulary Words

15 Minutes a Day

by Jill J. Dixon, B.S.Ed., M.Ed.

ROOTS AND FRUITS
A Comprehensive Vocabulary Curriculum
covering Grades K through 12

Copyright © 2000 by Jill J. Dixon and T.L. Dixon

ALL RIGHTS RESERVED. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or by any information storage and retrieval system, without prior permission in writing from the author and the publisher.

Printed in the U.S.A.

TABLE OF CONTENTS

	Page
Author's Biographical Information	3
Introduction	4
What Is Unique About This Program?	7
How to Use This Program	9
Weekly Schedule	11
Games and Activities	13
Special Notes 1-4	16

Roots Alphabetical Listing:

Letter	Page	Letter	Page
A	17	M	44
B	21	N	48
C	23	O	50
D	27	P	52
E	30	Q	58
F	32	R	59
G	34	S	61
H	36	T	66
I	38	U	69
J	40	V	70
K	41	Z	72
L	42		

Jill J. Dixon holds a Bachelor of Science degree in English Education (magna cum laude) and a Master's degree in Special Education (summa cum laude). Her teaching experience spans eighteen years working with students from kindergarten to college level in public, private, and home school settings, including physically and mentally disabled, learning disabled, and emotionally disturbed children and adults. In 1993, she founded a Learning Resource Program for learning disabled and ADHD children and adolescents, which she directed for four years. Mrs. Dixon presently owns and operates "Educational Consulting and Diagnostic Services" which provides educational consulting to parents, schools, and support groups, as well as reading therapy and cognitive and academic evaluations for children and adults. She also serves as a national consultant for Homeschool Legal Defense Association, while homeschooling her three children. Mrs. Dixon is the published author of several tests and educational materials. She is available as a conference and workshop speaker on topics such as "ADHD: Fact or Fiction?", "The 5 R's of Homeschooling-What's Really Important?" and "The Joy of Learning-Understanding Unique Learning Styles".

To contact her, write to

DPS 122 Rose Dhu Way Savannah, GA 31419

or use the email link at www.edudps.com

INTRODUCTION

This vocabulary curriculum was devised as a result of two observations in my teaching career. The first one involves my experience as a Middle School and High School teacher and the second one is based on the teaching of my own children.

Seven years ago, while working in a College Preparatory Middle/High School, I was surprised by the poor vocabulary skills of my students. I realized that even though their reading had been extensive, they still did not have an extensive vocabulary, meaning that they did not know what words meant or how to use them. This, in turn, affected every subject area including math, science, history, and reading comprehension. Sadly enough, when it came time to take the SAT (Scholastic Aptitude Test) in eleventh grade, there was no way they were able to learn the meanings of 500 words that would make up three-fourths of the verbal section of that test. I then began to question why vocabulary study was not introduced into the school curriculum until eighth grade. Even when it was introduced, words were taught in isolation so that students forgot them as soon as they took a test. I did some research and realized that the best way to teach vocabulary was through teaching the meanings of Greek and Latin roots and prefixes, from which most of our English words derive. I then decided to use this method with my own children (ages five and seven), whom I was homeschooling. I started out with simple roots that they could read (my five year old was an early reader). I introduced one new root a week and tried to use roots that could be combined with other roots to form words such as *tele* and *scope*. The results were phenomenal. Not only did my children learn new vocabulary words and how to use them, but their reading skills also improved immensely by learning to decode multi-syllabic words and read Greek and Latin roots. We also added these roots and words to our weekly spelling list and their spelling skills improved.

We are now in our fifth year of teaching vocabulary through this method. My children are now nine and twelve years old. They have learned around 200 Greek and Latin roots and hundreds of vocabulary words. Many of the words they have learned are found on SAT lists, so they are being prepared long before they have to be tested. Their comprehension of all their subjects has increased and when reading novels, etc., they are able to figure out the meanings of unfamiliar words on their own. They are also better prepared to begin the study of a foreign language because they have been exposed to these roots that make up so many foreign languages.

I must also add that one concern I have had in my observation of homeschooled children has been a weakness in understanding vocabulary, even though many have been ferocious readers. I have seen many eight-year-old homeschoolers read on an eighth grade level, yet not comprehend much of what they have read because of poor vocabulary skills. If someone is an avid reader, that does not necessarily mean he also has an adequate vocabulary. The importance of an adequate vocabulary should not be underestimated. It is essential for understanding various subjects that enable us to function in our society today.

This program is designed to help you increase the vocabulary, reading, and spelling skills of your students in just 15 minutes a day. The games and activities have been used by my own children and other homeschooled children I teach. They are also designed to meet the needs of all learners – visual, auditory, and tactile/kinesthetic. You can pick out the games and activities that best suit the needs of your child/children. Recently I helped a twelfth grade homeschooled student prepare some essays to send to colleges for admission (including Harvard and Vanderbilt). She had a very high SAT score and I asked her why she thought she did so well on the verbal part of the test. She said that learning the meaning of Latin roots is what helped her understand SAT

vocabulary. Whether you are preparing your children for future living and learning or for future tests, they will certainly benefit from vocabulary study through learning these roots and prefixes.

WHAT IS UNIQUE ABOUT THIS PROGRAM?

1. Most vocabulary programs teach words in isolation, either by assigning random lists or in conjunction with a story or book. Students often forget the meanings once the words are no longer used. *Roots and Fruits* emphasizes English forms of Greek and Latin roots and prefixes from which 80 percent of our language is derived. Because students learn English roots and prefixes they can understand, they not only remember the meanings of new words, but are also able to determine meanings of words they have never seen. Similar programs teach the actual Greek and Latin roots which are often difficult for children to read and understand.
2. Most vocabulary programs do not start until middle school. Several years have been missed by this time. There are no programs available that start vocabulary enrichment at the kindergarten level.
3. Other “root” programs offer limited roots. *Roots and Fruits* offers a thorough list of 673 roots and prefixes with their meanings and 1716 vocabulary words, as well as teaching activities, games, and complete lesson plans. Roots for elementary students are differentiated from middle and high school students. This one program can be used with all your children.
4. By beginning vocabulary instruction as early as kindergarten, students are able to grasp concepts in the other disciplines of math, science, history, literature, and foreign language because they have been introduced to the vocabulary ahead of time. Vocabulary skills are crucial for the understanding of all academic subjects.
5. Students learn dictionary skills by a “hands-on” method, instead of by filling in workbook pages. (One activity utilized in *Roots and Fruits* is the use of the dictionary to determine the origin of roots and prefixes.)

6. Many of the example words listed are tested on either the SAT or ACT college entrance exams and yearly standardized tests. *Roots and Fruits* contains 205 of the most commonly tested words on the SAT.

HOW TO USE THIS PROGRAM

1. For younger students in grades K through 3, you may want to start with just one (1) root per week at first. All roots and root groups for this age group are marked with an asterisk (*) and have been chosen so that they can be used with other roots marked with an asterisk. If the corresponding vocabulary words are too difficult, you can easily find less difficult ones in the dictionary. Use your judgment to decide how many vocabulary words to introduce each week and which ones you want to use as spelling words. Younger students should at least be required to spell the new roots. This will aid in increasing spelling skills. As your child progresses, increase the roots to two (2) per week.
2. Older students in grades 4 through 12, should be given two (2) roots a week, with vocabulary words. Again, use your judgment about which ones and how many vocabulary words to give to each student. If you desire more vocabulary words, refer to the dictionary. Decide which ones will be used for spelling. For older students (in grades 8 and above) just beginning this program, you may want to introduce 3-4 new roots a week so that all the roots and words can be mastered by the end of high school.
3. Make sure you keep previous roots posted so that at least some can be reviewed weekly. This insures long-term retention of all the roots. Require students to review corresponding vocabulary words and their meanings when reviewing the roots.
4. At the end of each month or four-week segment, you may want to devise a written test for your students to evaluate their retention and use of both the roots and words. A matching test works well with the roots and their meanings and fill-in-the-blank sentences are effective for determining if your students can use the vocabulary words in a

sentence. However, you can use many of the activities and games listed to help you do monthly evaluations.

5. Encourage your students to use vocabulary words in weekly writing assignments. You can work out a reward system for the number of words used, etc.
6. I recommend An American Dictionary of the English Language by Noah Webster or The Oxford Universal Dictionary. These are very helpful if you need some example sentences for your words. They also give the history of some words and tell whether they derive from Greek or Latin. Webster's Ninth New Collegiate Dictionary is also very good and less expensive. It does not give sentence examples or word histories but does tell whether the roots are Greek or Latin derivatives.

WEEKLY SCHEDULE

- Monday:
1. Write the roots or prefixes and vocabulary words on a large piece of chart paper, preferably with a wide red marker. Please note: It is very important that the roots and words be displayed where they can be seen daily.
 2. Introduce new roots and meanings, and discuss their meanings. Have each student read all of the roots and vocabulary words.
 3. Assist younger students in looking up the vocabulary words in the dictionary and finding their meanings. Older students can do this on their own.
 4. Each root and vocabulary word should be written on index cards with their meanings on the back. When a word has more than one meaning, you can choose whether to require the learning of all meanings or just one. I recommend that all meanings be taught, especially for older students. (Older students can do this themselves, but younger students may require assistance.) Determine whether the root or prefix is Greek or Latin from the dictionary. If it is Greek write a G and if it is Latin write an L on the card next to the root or prefix. *Roots and Fruits* uses the English forms of Greek and Latin roots and prefixes. Also: Older students should determine the part of speech of each vocabulary word from the dictionary and write this on the front of each card next to the word. Finding a few synonyms for each word and writing them on the card also increases comprehension of the meanings.

- Tuesday: 1. Review the roots, meanings, and vocabulary words out loud. Have the students read them out loud. Older students can also review their notecards.
- Wednesday:
- Thursday:
2. Each student should be asked to give a sentence with one or two of the vocabulary words. Use different words each day.
 3. Choose one or two activities or games each day.

- Friday:
1. Students are required to use each word in a sentence. Two or more words may be used in one sentence as long as the words are used appropriately. This may be done orally or by writing. Previous sentences (i.e., of Tuesday through Thursday) may not be used.
 2. Use one of the following games to evaluate knowledge of the week's vocabulary: "Matching", "Root or Word Bingo", or the "Riddle Game".

GAMES AND ACTIVITIES

(The first three are my children's favorite games. They are great for helping them remember the meanings of the words.)

1. Goofy Sentences: Using your weekly vocabulary words, write a goofy sentence that makes sense. Try to use as many words as you can and, even better, use words from previous weeks. Example: Using the roots act, amb, and ambul and the vocabulary words, you could write this sentence: The siren in the ambulance was activated by the active boy who ambled into the vehicle.
2. Goofy Sentence Art: If working with two or more children, have the students exchange goofy sentences and require them to draw pictures to illustrate the sentences they are given. If there is only one child, the parent can write the goofy sentence and have the child illustrate it.
3. Goofy Sentence Drama: (a) Give the student a goofy sentence and have him act it out. (b) Have the students come up with their own goofy sentences from that week's vocabulary words. Then ask each student to act out his sentence. The other students must guess which vocabulary words and roots he is using. Parents and children can also do this together.
4. Beat The Clock: Give each child one root or prefix and see who can write the most vocabulary words in an allotted time (2-5 minutes). A kitchen timer works great for this activity.
5. Matching: Choose three (3) roots and write them on separate index cards two times each. (You will have 6 index cards with one (1) root written on each card.) Then pick two (2) vocabulary words for each root and write these on six (6) separate cards. Altogether you will have 12 index cards. Mix the cards up and place them face down on the table. Each person takes turns matching a root with a vocabulary word. The person with the most matches wins. You can also require each child to give the meaning of the root and to use the

corresponding vocabulary word in a sentence in order to win the game.

6. Word Maker: Write 4 or more roots on index cards. Use one card per root. (Using many roots is best for this game.) Place them face up on the table. Mix and match to form words. For example: *tele* and *photo* could make the word *telephoto*.
7. Back Trace: Take turns writing (tracing) roots on each other's backs. Guess the root and tell the meaning.
8. Trick Sentences: While looking at a chart of roots and vocabulary words, the teacher gives a sentence with an incorrect word. The students must replace the sentence with the correct vocabulary word. Another variation of this game is to give correct and incorrect sentences and have the students decide when the word is used correctly and incorrectly.
9. Twenty Questions: One person picks a vocabulary word from the posted chart. The other players get to ask up to 20 questions each to determine what the word is. Only questions can be asked and the person who picks the word can only respond with *yes* or *no*.
10. Draw A Stick Man: Using the same steps from the old game "Hang Man", choose a word from the vocabulary word list and have the other players guess the letters to complete the word. Make sure the meaning of the vocabulary word is discussed. To complete the win (when all letters are placed before the man is finished), the players must give the root of the word.
11. Jell-O Writing: Using dry Jell-O with a few drops of water as paint, practice writing roots and vocabulary words on white paper.
12. Rooty Fruity Scrabble: Using a real Scrabble game, give a list of roots and vocabulary words to each player. Each player receives points for each root or vocabulary word made.
13. Root or Word Bingo: Take a blank sheet of paper and divide it into 16 squares. You can do this by folding the paper 4 times. Put a root

and/or vocabulary word in each square. Call out the meaning and have the students place a game piece (you can use paper squares, cereal, or candy pieces) on the correct word or root.

14. Riddle Game: The teacher chooses an example word and gives clues in riddle form to help the students guess the word. For example: “I am a word that shows action”, “I am a word that people use when talking about animals.”

Special Note 1: We hold to one of the same positions as that of the late Charlotte Mason regarding children, reading, and learning. Contrary to a very prevailing myth regarding reading, children of any age can be taught much more than they are generally given credit for. While we do not believe that any children, especially the young or very young, should be overwhelmed with academics, we also firmly hold to the fact that they can be taught virtually anything set before them in a caring, exciting, non-hurried, and gently instructive manner. "The proof of the pudding is in the eating." If, however, you feel that some of the following vocabulary words are too difficult for your particular student, please choose from the other roots and words listed or choose words from the dictionary according to your preferences.

Special Note 2: Roots and prefixes for kindergarten through third grade are marked with an asterisk. However, the roots marked for the younger students are not restricted to them. Nor are the roots for older students restricted to them. Accordingly, students do not need to start with the lower grade roots in order to benefit from the book.

Special Note 3: Regarding the order of procedure, that choice is really up to the teacher. You may choose to start wherever you desire. There really is no "starting place". As you go through the book, you will decide which roots, meanings, and vocabulary words you would like your students to learn each week. There are specific weekly guidelines (for each day) for teaching and learning the roots and words that you choose for the week.

Special Note 4: 205 of the most commonly tested words on the SAT are *italicized* in the text. Of this group, the ones that appear most often are also underlined.

A

<u>Root or Prefix:</u>	<u>Meaning:</u>	<u>Vocabulary:</u>
* a	on	aboard, afire, aground
a	not	atheist, <i>apathy</i> , <i>atrophy</i> , amoral, atypical, anomaly
* ab, abs, a	away from	<i>abstract</i> , abhor, <i>abstain</i> , <i>absurd</i> , avert
acr, acu	sharp, sour	acid, acute, acuity, acumen, acupuncture
* act	do	action, activism, activate
* ad, a, ac	to, toward	addict, <i>adhere</i> , adjunct, abet, allure, accede
aer, aero	air	aerial, aerobics, aeronautics
aesthet	sense	<i>aesthetic</i> , aesthete, aesthetically
af	to	affirm, affiliate, affix
ag	to, to add to	<i>aggravate</i> , aggregate, aggression

* agon	contest, struggle	antagonist, agony, <i>antagonize</i> , protagonist
agr, agri	field	agrarian, agriculture, agribusiness, agronomy
ali, altr	another	alias, <i>alienate</i> , altruism
alter	other	alternate, alternative, <i>alter</i>
ambi	both	ambidextrous, <i>ambivalent</i> , <u><i>ambiguous</i></u>
* amb, ambul	walk	amble, ambulance, <i>ambulatory</i>
ami, amo,	love	amiable, amity, amorous, amicable
amphi	both	amphibian, amphibious
an	not	anemia, anorexia, <u><i>anarchy</i></u>
an	to	announce, annul, annex

* andro	man	android, androgen
* ang	bend	angular, triangle, quadrangle
* anim	life, spirit, soul	<i>animosity</i> , inanimate, <i>animate</i> , animism, magnanimous
* ann, enn	year	annuity, annual, biennial
ante, anti	before	antecedent, antiquated, <i>antiquity</i>
anthrop	human	anthropomorphism, anthropology, misanthrope
* ant, anti	against	antisocial, antislavery, antibiotics, antagonist
apt, ept	suitable	aptitude, ineptitude, adept, <i>inept</i>
* aqua, aque	water	aquatic, aqueous, aqueduct, aquanaut
arbor	tree	arboreal, arborist, arboretum

* arch	chief, first, beginning	archbishop, monarchy, archenemy
archae, arch	ancient, primitive	archaeology, archaic, archive
aristo	upper class	aristocratic, aristocracy, aristocrat
* art	skill	artisan, artifact, artifice
as	to	<i>aspire</i> , ascertain, assimilate
* ast, astro	star	asterisk, astronomer, astronomy, astronomical
alt	high	alto, altitude, altimeter
* aud	hear	<i>audible</i> , audition, audience, auditory
* auto	self	automaton, automobile, autobiography