Objective
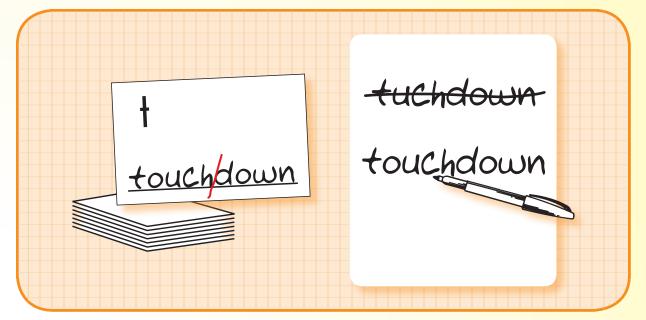The student will produce compound words.

Materials
- Letter cards (Activity Master AP.014.AM1a - AP.014.AM1c)
  Laminate.
- Whiteboards
- Vis-à-Vis® markers
- Dictionary

Activity
Students state and write a compound word that starts with a selected letter.
1. Place letter cards face down in a stack. Provide students with a dictionary. Provide each student with a whiteboard and a Vis-à-Vis® marker.
2. Taking turns, students select one card and state letter (e.g., t).
3. State a compound word that starts with the letter (e.g., touchdown).
4. If able to state a word, write the word on the card with the Vis-à-Vis® marker. Use the whiteboard to practice spelling the word, if needed. If unable to state a word, look in the dictionary for a compound word, then write word on card.
5. Read the word. Place slash marks between the two words that make the compound word (e.g., touch/down). Place card face up.
6. Continue until all letter cards are used.
7. Peer evaluation

Extensions and Adaptations
- Record compound words and put a slash between the two words (Activity Master AP.014.SS1).
- Select words to make compound words. For example, the word *down* could be used to make *touchdown* or *downtown* (Activity Master AP.014.AM2a - AP.014.AM2b).
- Read and segment multisyllabic compound words into two words (Activity Master AP.014.SS2).

Compound Construction

a

b

_____

_____

c

d

_____

_____

e

f

_____

_____

g

h

_____

_____

letter cards

i _____	j _____
k _____	l _____
m _____	n _____
o _____	p _____

letter cards

Compound Construction   **AP.014.AM1c**

q	r
s	t
u	v
w	y

letter cards

a _____   b _____

c _____   d _____

e _____   f _____

g _____   h _____

i _____   j _____

k _____   l _____

m _____   n _____

o _____   p _____

q _____   r _____

s _____   t _____

u _____   v _____

w _____   y _____

Compound Construction   AP.014.AM2a

back	boat
_____	_____
house	side
_____	_____
day	work
_____	_____
time	book
_____	_____

word cards

down _____	fish _____
light _____	stand _____
hand _____	out _____
over _____	water _____

word cards

loud/speaker	supermarket
underground	motorcycle
levelheaded	shipbuilding
overactive	watermelon
bookmobile	grandparent
newspaper	quarterback
thundershower	underestimate
counterbalance	tenderhearted

Objective

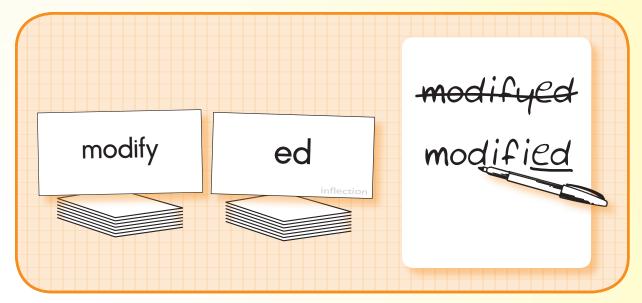The student will produce words using inflections.

Materials

- ▶ Inflection cards (Activity Master AP.015.AM1)
- ▶ Word cards (Activity Master AP.015.AM2a - AP.015.AM2b)
- ▶ Student sheet (Activity Master AP.015.SS1)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers
- ▶ Dictionary
- ▶ Pencils

Activity

Students make new words by combining words and inflections.

1. Place word cards and inflection cards face down in two stacks. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, students pick the top card from each stack and state the word and the inflection (e.g., modify, ed).
3. Attempt to make a word (i.e., modified). Use whiteboard to practice writing word, if necessary.
4. If a word is made, record the word on the student sheet and place cards at the bottom of their respective stacks. Use dictionary to confirm any disputed words.
5. If no word can be made, place cards at the bottom of their respective stacks.
6. Continue until each student records ten words on student sheet.
7. Teacher evaluation

Extensions and Adaptations

- ▶ Make more word cards (Activity Master AP.009.AM2).
- ▶ Segment and blend words and inflections (Activity Master AP.015.SS2 and AP.015.SS3).
- ▶ Write other words and segment into parts (Activity Master AP.015.SS4).

s or **es** inflection	**s** or **es** inflection
ed inflection	ed inflection
er inflection	er inflection
ing inflection	ing inflection
est inflection	est inflection

inflection cards

happy	modify
decay	demolish
harness	enthrall
crunch	proof
clear	narrow

word cards

leaf	half
puff	box
stun	omit
trim	admire
experience	close

word cards

Name _____

Word	Inflection	New Word
_____	+ _____	= _____
_____	+ _____	= _____
_____	+ _____	= _____
_____	+ _____	= _____
_____	+ _____	= _____
_____	+ _____	= _____
_____	+ _____	= _____
_____	+ _____	= _____
_____	+ _____	= _____
_____	+ _____	= _____

Name _____

	Word	Inflection
submitted	= _____	+ _____
largest	= _____	+ _____
relieved	= _____	+ _____
completing	= _____	+ _____
prettier	= _____	+ _____
obeying	= _____	+ _____
groceries	= _____	+ _____
coaches	= _____	+ _____
happiest	= _____	+ _____
straighter	= _____	+ _____

Word	Inflection	New Word
colony	+ s/es =	_____
fret	+ ing =	_____
hitch	+ s/es =	_____
qualify	+ ed =	_____
strict	+ est =	_____
calf	+ s/es =	_____
heavy	+ er =	_____
trespass	+ ing =	_____
publish	+ ed =	_____
dismiss	+ s/es =	_____

Name _____

	Word	Inflection
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____

Objective

The student will identify affixes.

Materials
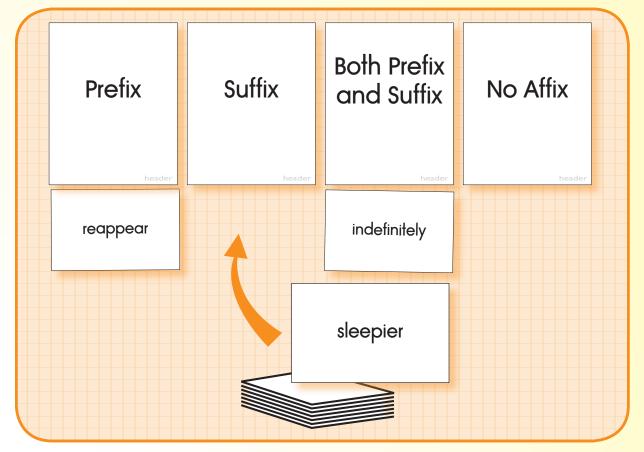
- ▶ Header cards (Activity Master AP.016.AM1)
- ▶ Word cards (Activity Master AP.016.AM2a - AP.016.AM2b)

Activity

Students sort words into words that have suffixes, prefixes, both prefixes and suffixes, and those that have no affixes.

1. Place header cards face up in a row. Place word cards face down in a stack.
2. Taking turns, students select top word card and read it.
3. Determine if the word has a prefix, suffix, both, or no affix.
4. Place under the corresponding header.
5. Continue until all word cards are sorted.
6. Peer evaluation

Prefix	Suffix	Both Prefix and Suffix	No Affix
header	header	header	header

reappear

indefinitely

sleepier

Extensions and Adaptations

- ▶ Record sorted words and circle affixes (Activity Master AP.016.SS1). Add more words.
- ▶ Make other word cards to sort (Activity Master AP.003.AM3).
- ▶ Identify the word and any affixes (Activity Master AP.016.SS2).
- ▶ Write other words and identify affixes (Activity Master AP.016.SS3).

Prefix

Suffix

Both Prefix and Suffix

No Affix

header cards

nonspecific

unsafe

illiterate

reappear

constantly

exclamation

knowledgeable

sleepier

word cards

unimpressed	restating
irresistible	indefinitely
uncle	mother
cable	empty

word cards

Name _____

Affix Sort

Prefix	Suffix	Both Prefix and Suffix	No Affix

	Prefix	Word	Suffix
prehistoric	= ___	+ _____	+ ___
miscalculated	= ___	+ _____	+ ___
nonoperational	= ___	+ _____	+ ___
irresponsible	= ___	+ _____	+ ___
insecurity	= ___	+ _____	+ ___
disrespectful	= ___	+ _____	+ ___
unequally	= ___	+ _____	+ ___
decomposition	= ___	+ _____	+ ___
rededication	= ___	+ _____	+ ___
unrecognizable	= ___	+ _____	+ ___

Name _____

	Prefix	Word	Suffix
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____
_____	= ____ +	_____	+ ____

Advanced Phonics

Four Word

✎ **Objective**

The student will identify base words.

✎ **Materials**
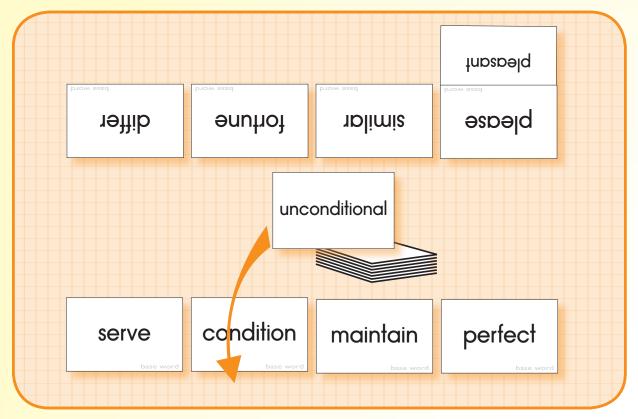
▶ Base word cards (Activity Master AP.017.AM1)
▶ Word cards (Activity Master AP.017.AM2a - AP.017.AM2c)

✎ **Activity**

Students group multisyllabic words containing the same base word.

1. Place base word cards face down in a stack. Place word cards face down in a separate stack.
2. Students each select four cards from the base word stack. Read the words and place face up in a row.
3. Taking turns, students select a card from the word stack. Read it (e.g., unconditional).
4. Determine if the word is derived from one of their four base words (i.e., condition). If there is a correspondence, read the related words and place word card under corresponding base word. If there is no match, place card at the bottom of the stack.
5. Continue until all word cards are placed.
6. Peer evaluation

base word	base word	base word	base word
differ	fortune	similar	please / pleasant

unconditional

serve	condition	maintain	perfect
base word	base word	base word	base word

✎ **Extensions and Adaptations**

▶ Record base words and related words (Activity Master AP.017.SS1).
▶ Write other base words and related words (Activity Master AP.017.SS2).
▶ Write base word or root in square and related words in circles (Activity Master AP.017.SS3).
▶ Make other base word and corresponding word cards (Activity Master AP.003.AM3).

fortune *base word*	please *base word*
condition *base word*	serve *base word*
differ *base word*	maintain *base word*
perfect *base word*	similar *base word*

base word cards

fortunate	misfortune
unfortunately	pleasant
unpleasing	pleasurable
conditioner	conditioned

word cards

unconditional	service
serviceable	disservice
indifferent	difference
differently	maintenance

word cards

maintained	maintainable
imperfect	perfectly
perfection	dissimilar
similarity	dissimilarity

word cards

Name _____

| serve base word | word | word | word |
| similar base word | word | word | word |

| condition base word | word | word | word |
| perfect base word | word | word | word |

| please base word | word | word | word |
| maintain base word | word | word | word |

| fortune base word | word | word | word |
| differ base word | word | word | word |
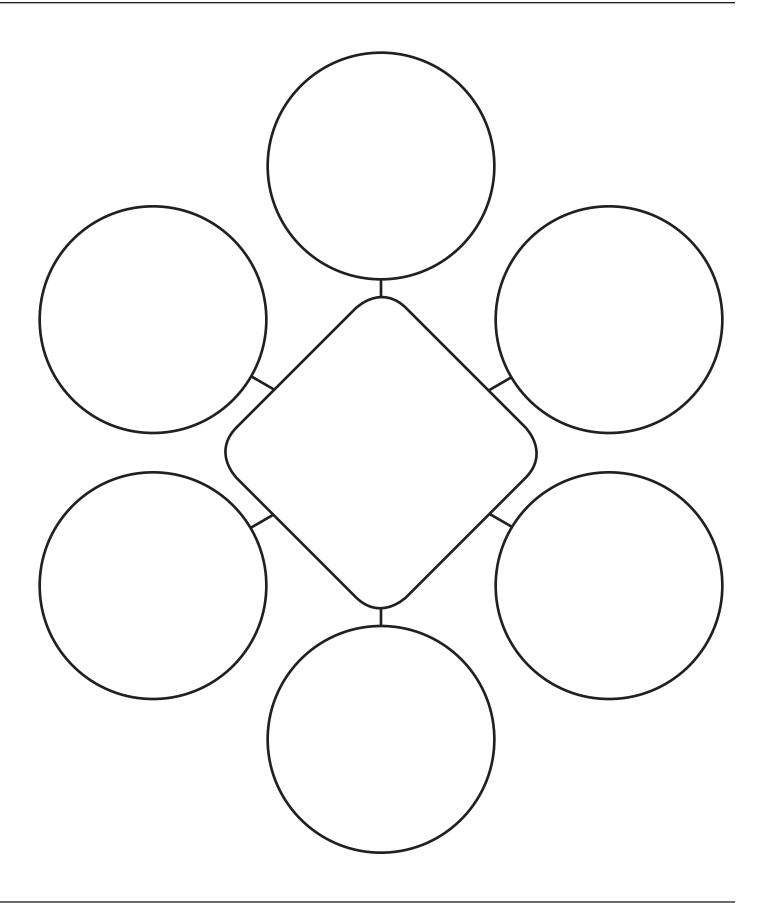
Name

base word	word	word	word
base word	word	word	word
base word	word	word	word
base word	word	word	word
base word	word	word	word
base word	word	word	word
base word	word	word	word
base word	word	word	word

Name

Advanced Phonics

Affix Fit

✎ Objective

The student will blend base words with affixes.

✎ Materials
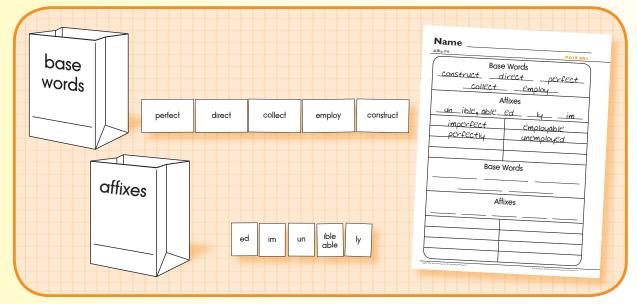
- ▸ Base word cards (Activity Master AP.018.AM1a - AP.018.AM1b)
- ▸ Affix cards (Activity Master AP.018.AM2)
- ▸ Student sheet (Activity Master AP.018.SS1)
- ▸ Paper bags
  Label bags (i.e., base words and affixes).
- ▸ Timer
- ▸ Pencils

✎ Activity

Students combine base words and affixes to make new words.

1. Place base word cards in bag labelled *base words*. Place affix cards in bag labelled *affixes*. Provide students with a timer. Provide each student with a student sheet.
2. Students each choose five cards from the *base words* bag and five cards from the *affixes* bag. Record selected base words and affixes on student sheet.
3. Set the timer for three minutes.
4. Use the cards to make as many words as possible. Record words as they are made on the student sheet. Read words aloud after timer rings.
5. Place words and affixes back in the bags and select new cards from the bags and continue to make new words.
6. Teacher evaluation

✎ Extensions and Adaptations

- ▸ Make other base word and affix cards (Activity Masters AP.003.AM3, AP.018.AM3).
- ▸ Write new words using base words and affixes (Activity Master AP.018.SS2).
- ▸ Write words using common affixes (Activity Master AP.018.SS3).
- ▸ Write words using target base words and affixes (Activity Master AP.018.SS4).

construct base word	**correct** base word
select base word	**corrupt** base word
direct base word	**order** base word
collect base word	**perfect** base word

base word cards

predict

base word

invent

base word

consider

base word

affect

base word

present

base word

employ

base word

pass

base word

contract

base word

base word cards

dis	ed	er	ible able
im	in	ing	ion tion ation ition
ive	ly	non	or
re	s es	un	

affix cards

Name _____

Base Words

_____   _____   _____

_____   _____

Affixes

_____   _____   _____   _____   _____

Base Words

_____   _____   _____

_____   _____

Affixes

_____   _____   _____   _____   _____

blank affix cards

Name _____

Affix Bank

| s, es
est
ing
ed | re-
un-
in-
dis-
non- | -able, -ible
-ation
-ion
-ive
-er
-or |

adapt	compress	like	attach
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

form	contact	success	comfort
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name
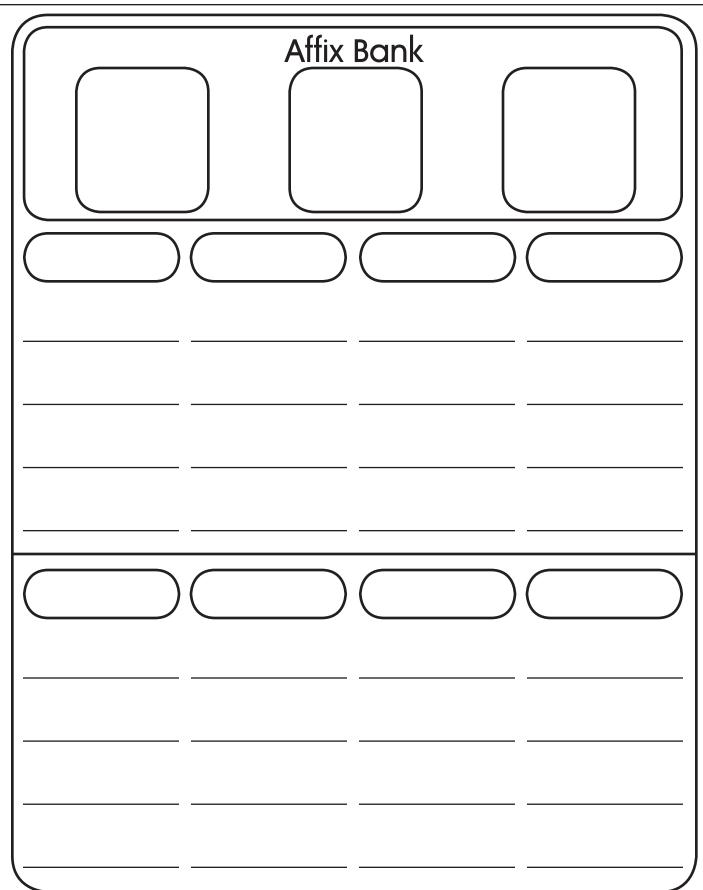
non-							-ion, -tion, -ation, -ition						
-er, -or							dis-						
en-, em-							-ly						
in-, im-							-ing						
-s, -es							re-						
un-							-ed						

Name _____

Affix Bank

Objective

The student will blend base words with affixes.

Materials
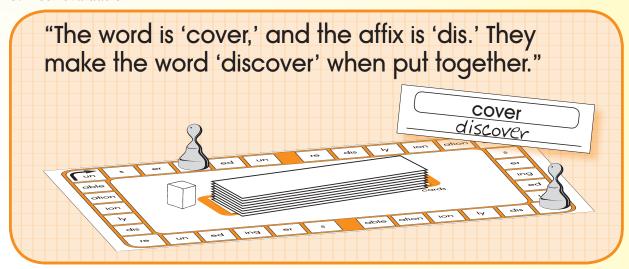
- ▶ Game board (Activity Master AP.019.AM1a - AP.019.AM1b)
- ▶ Word cards (Activity Master AP.019.AM2a - AP.019.AM2e)
  Laminate.
- ▶ Number cube (Activity Master AP.006.AM3)
- ▶ Vis-à-Vis® markers
- ▶ Game pieces (e.g., counters)

Activity

Students make words using base words and affixes by playing a board game.

1. Place game board, number cube, and game pieces on a flat surface. Place word cards face down in a stack on the game board.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown. Read affix on the game board (e.g., dis).
3. Pick up a word card and read it (e.g., cover).
4. Say the affix with the word (i.e., discover).
5. If the affix and base word make a new word, write it on the card using a Vis-à-Vis® marker. Note: Combining the base word with affixes and inflections may require deletion or addition of letters (e.g., "organize" plus "ing" is spelled "organizing" without the "e").
6. Keep the card with the new word. If the affix and word do not make a word, hold the word card until the next turn and try again with a new affix.
7. Continue until all word cards are used to make words.
8. Peer evaluation

"The word is 'cover,' and the affix is 'dis.' They make the word 'discover' when put together."
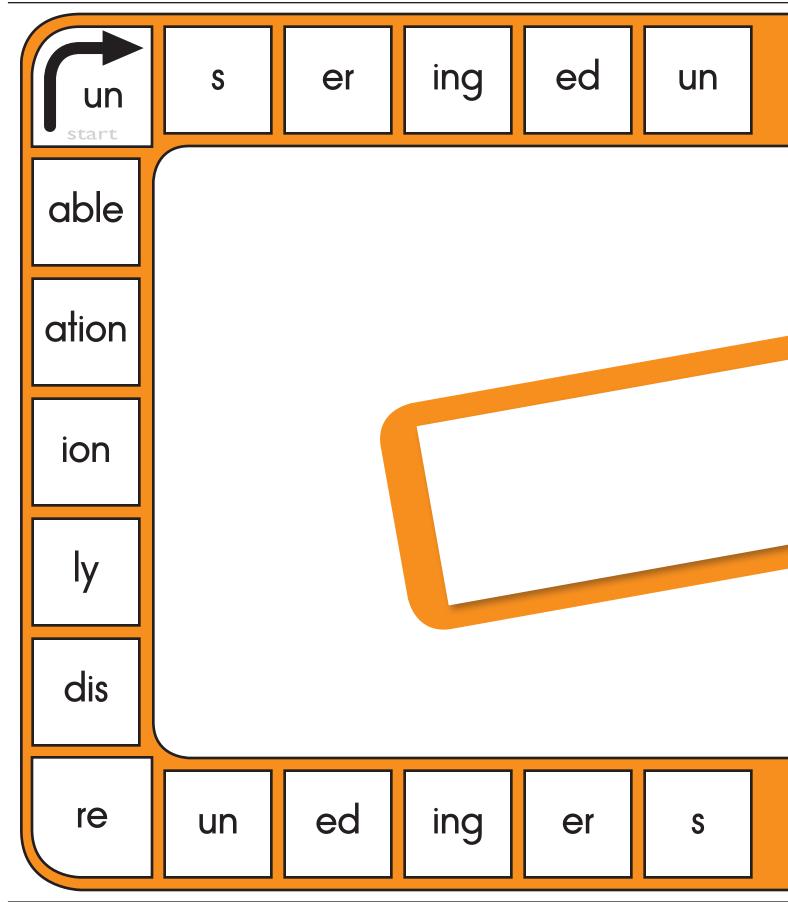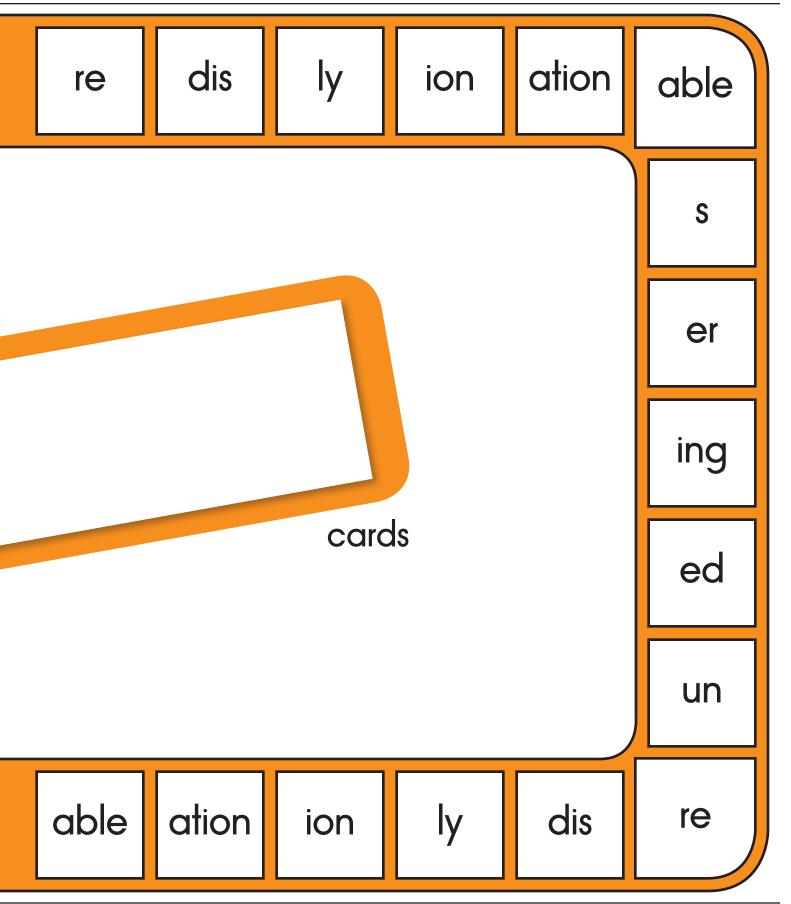
Extensions and Adaptations

- ▶ Record words made using the affixes and base words during game (Activity Master AP.019.SS1).
- ▶ Make games using other affixes (Activity Master AP.019.AM3a - V.019.AM3b).
- ▶ Make other word cards to use with either game board (Activity Master AP.019.AM4).
- ▶ Identify and write base words and suffixes (Activity Master AP.019.SS2).

Advanced Phonics

Embellished Words

un start	s	er	ing	ed	un
able					
ation					
ion					
ly					
dis					
re	un	ed	ing	er	s

| re | dis | ly | ion | ation | able |

s

er

ing

ed

un

cards

| able | ation | ion | ly | dis | re |

admire

_____

associate

_____

believe

_____

color

_____

combine

_____

word cards

complete

construct

cover

create

employ

word cards

establish

_____

examine

_____

form

_____

negotiate

_____

like

_____

word cards

organize

_____

pass

_____

perfect

_____

place

_____

locate

_____

word cards

Embellished Words

quote

_____

read

_____

sense

_____

stop

_____

value

_____
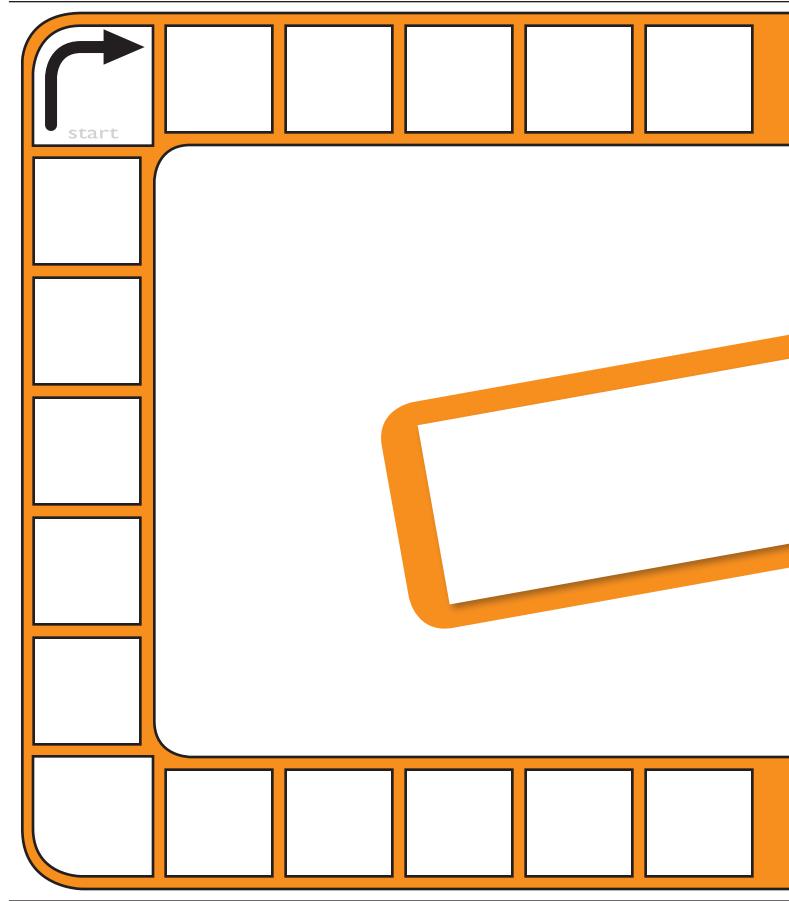
word cards
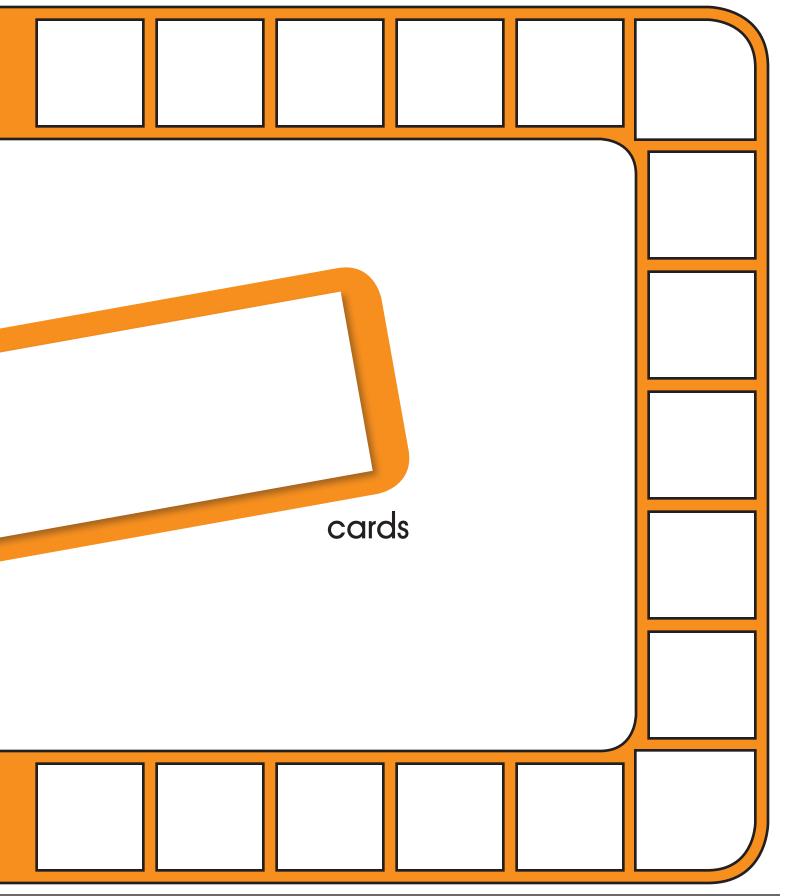
Base Word	Prefix or Suffix	New Word
_____ + _____	=	_____
_____ + _____	=	_____
_____ + _____	=	_____
_____ + _____	=	_____
_____ + _____	=	_____
_____ + _____	=	_____
_____ + _____	=	_____
_____ + _____	=	_____
_____ + _____	=	_____
_____ + _____	=	_____

Embellished Words

start

cards

blank word cards

	Word	Suffix
	Word	Suffix
repetition =	_____	+ _____
exclamation =	_____	+ _____
mechanic =	_____	+ _____
succession =	_____	+ _____
pronunciation =	_____	+ _____
reliability =	_____	+ _____
curiosity =	_____	+ _____
judicial =	_____	+ _____
reception =	_____	+ _____
explanation =	_____	+ _____

Advanced Phonics

Root Hoot

✏ Objective
The student will identify roots in multisyllabic words.

✏ Materials
▶ Word cards (Activity Master AP.020.AM1a - AP.020.AM1l)
▶ Change root cards (Activity Master AP.020.AM2a - AP.020.AM2b)
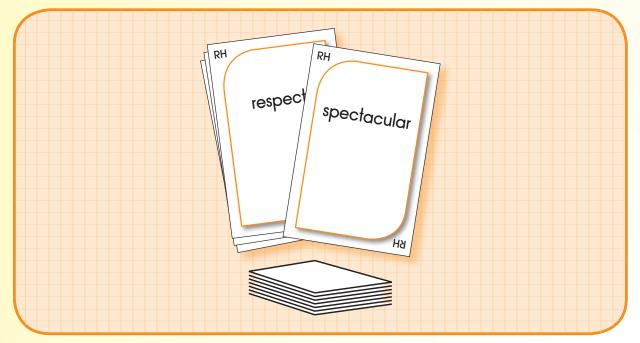
✏ Activity
Students identify words that share the same root by playing a card game.
1. Mix word cards and "change root" cards together and place face down in a stack.
2. Each students selects five cards from the stack.
3. Taking turns, student one places a card face up on the table (e.g., respect). This forms a discard pile.
4. Student two reads the word aloud, identifies the root (i.e., respect, the root is "spec"), and places another card with the same root face up on top of the card placed by student one (e.g., spectacular).
5. If student two does not have a word with the same root, selects cards from the stack until a word with the same root is selected. Places card on the pile. Or, may use a "change root" card to change root. Places "change root" card plus a word card with selected root on top of the pile. Note: Mix cards in discard pile and turn over when cards in stack are all used.
6. Continue to place cards until one student is out of cards.
7. Peer evaluation
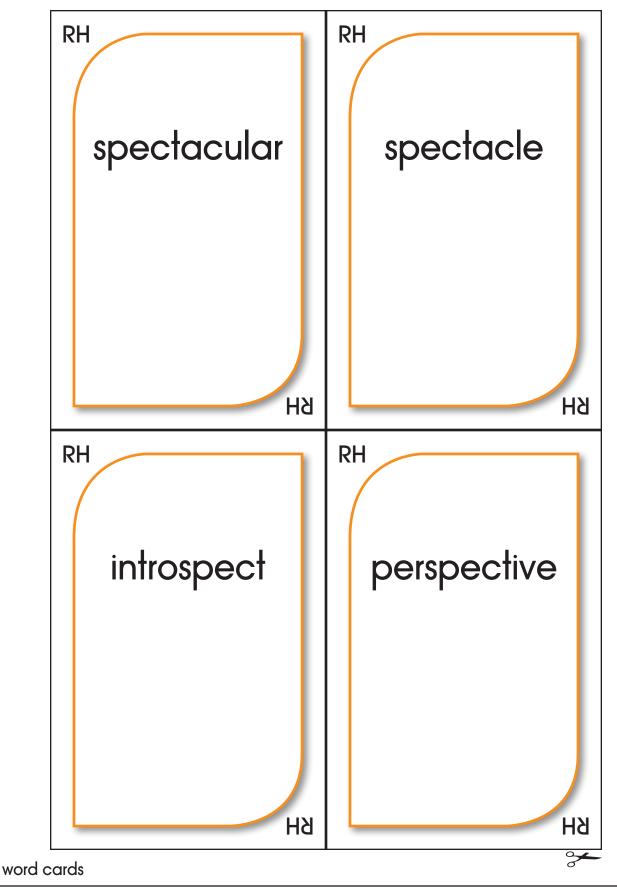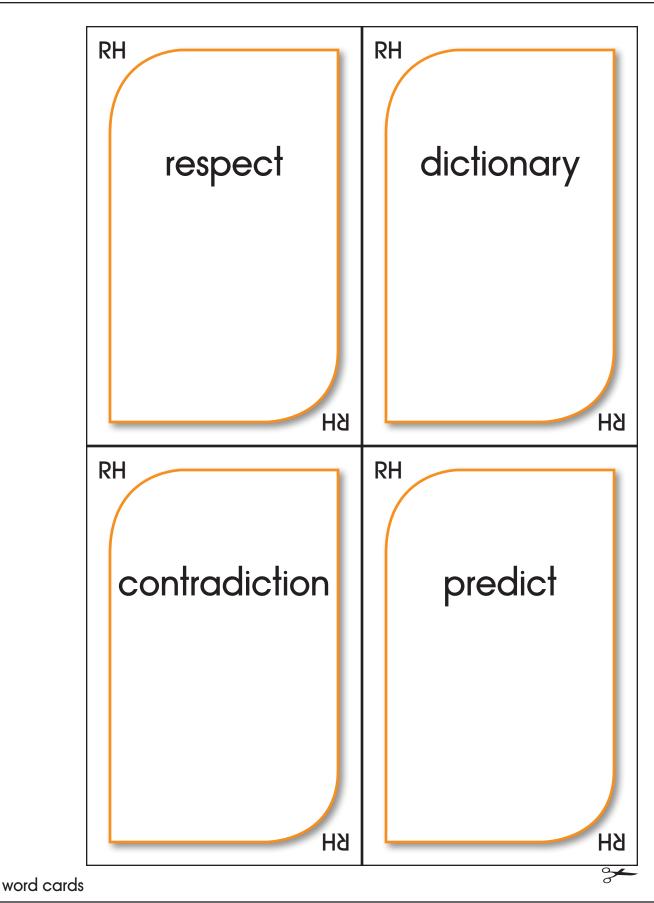
✏ Extensions and Adaptations
▶ Sort words by roots or add roots to play game (Activity Master AP.020.AM3a - AP.020.AM3c).
▶ Make other word cards to play game (Activity Master AP.020.AM4).
▶ Use base words, roots, and affixes to make words (Activity Masters AP.020.SS1 and AP.020.SS2).
▶ Write root on tree trunk and related words on branches (Activity Master AP.020.SS3).

RH

spectacular

RH

RH

spectacle

RH

RH

introspect

RH

RH

perspective

RH

word cards

RH

respect

RH

RH

dictionary

RH

RH

contradiction

RH

RH

predict

RH

word cards

RH

verdict

RH

RH

dictator

RH

RH

saxaphone

RH

RH

microphone

RH

word cards

RH

megaphone

RH

RH

symphony

RH

RH

phonics

RH

RH

moped

RH

word cards

RH

peddler

RH

RH

pedigree

RH

RH

quadruped

RH

RH

pedestrian

RH

word cards

RH

credit

RH

RH

credulous

RH

RH

credential

RH

RH

incredible

RH

word cards

RH

tractor

RH

RH

subtract

RH

RH

distract

RH

RH

attractive

RH

word cards

RH

extract

RH

RH

porter

RH

RH

import

RH

RH

portable

RH

word cards

RH

support

RH

RH

report

RH

RH

erupt

RH

RH

rupture

RH

word cards

RH

corrupt

RH

RH

abrupt

RH

RH

bankrupt

RH

RH

enact

RH

word cards

RH

transact

RH

RH

activity

RH

RH

activate

RH

RH

actress

RH

word cards

RH

graphite

RH

RH

biography

RH

RH

paragraph

RH

RH

cartography

RH

word cards

RH

change
root

RH

RH

change
root

RH

RH

change
root

RH

RH

change
root

RH

change root cards

RH

change
root

RH

RH

change
root

RH

RH

change
root

RH

RH

change
root

RH

change root cards

RH

spec

RH

RH

dict

RH

RH

phon

RH

RH

ped

RH

root word cards

RH

cred

RH

RH

tract

RH

RH

port

RH

RH

rupt

RH

root word cards

RH

act

RH

RH

graph

RH

RH

RH

RH

RH

root word cards

RH

RH

RH

RH

RH

RH

RH

RH

blank word cards

Roots						
fer						
port						
tract						
dict						
Affixes	**re**	**pre**	**dis**	**im/in**	**able**	**ion**

note: some boxes may not have words

Name

Roots

Affixes

note: some boxes may not have words

Name

root

root

root

root

Advanced Phonics

If the Clue Fits

✏ Objective

The student will identify affixes, roots, base words, syllables, and variant correspondences in words.

✏ Materials
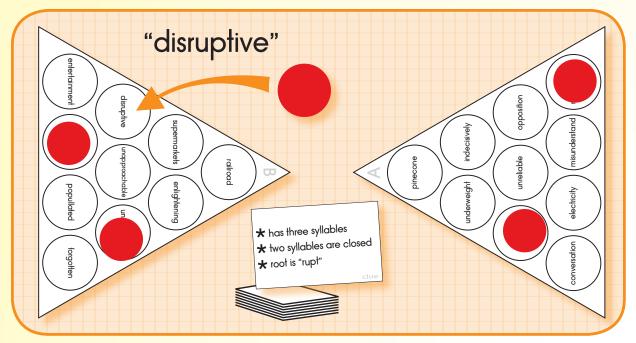
▶ If the Clue Fits triangles (Activity Master AP.021.AM1a - AP.021.AM1b)
▶ Clue cards (Activity Master AP.021.AM2a - AP.021.AM2c)
▶ Answer key (Activity Master AP.021.AM3a - AP.021.AM3b)
  An answer key is provided for optional use.
▶ Game pieces (e.g., counters)

✏ Activity

Students identify words by using advanced phonics-related clues.

1. Place clue cards face down in a stack. Provide each student with a different triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it (e.g., has three syllables, two syllables are closed, root is "rupt").
3. Look for word on triangle that fits description (i.e., disruptive). Read word and place game piece on that spot. Place clue card in a discard pile.
4. If no word is found which matches description, place clue card at the bottom of the stack.
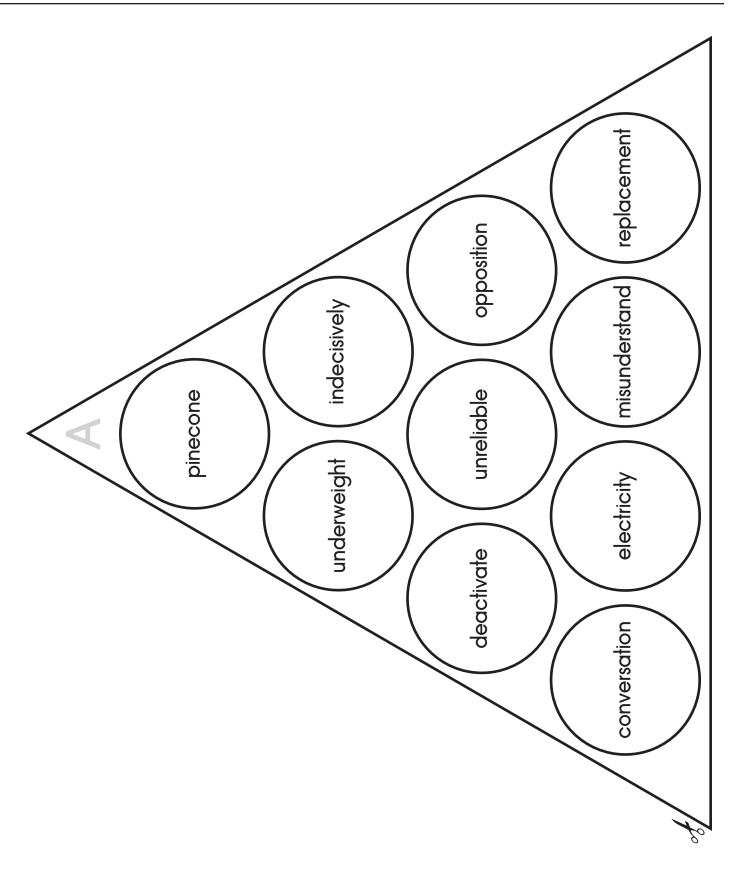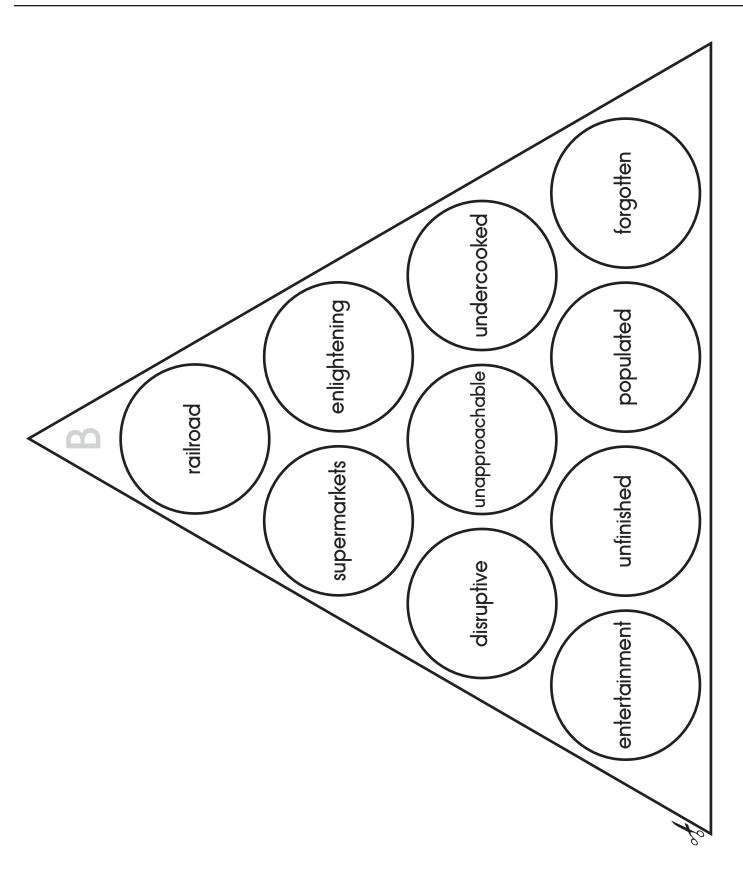5. Continue activity until all matches are made.
6. Peer evaluation

✏ Extensions and Adaptations

▶ Make other clue cards and triangles (Activity Masters AP.003.AM3 and AP.021.AM4).
▶ Write words based on clues (Activity Master AP.021.SS).

A

pinecone

indecisively

opposition

replacement

underweight

unreliable

misunderstand

deactivate

electricity

conversation

word triangle A

B

railroad

enlightening

supermarkets

undercooked

unapproachable

disruptive

forgotten

populated

unfinished

entertainment

word triangle B

✱ has two VCE syllables
✱ one syllable has /ī/
✱ compound word

clue

✱ has three syllables
✱ third syllable has /ā/
✱ compound word

clue

✱ has five syllables
✱ has one prefix and two suffixes
✱ base word is "decide"

clue

✱ has four syllables
✱ has a prefix
✱ root is "act"

clue

✱ has five syllables
✱ prefix is a closed syllable
✱ base word is "rely"

clue

✱ has four syllables
✱ "s" makes the sound /z/
✱ has a suffix

clue

✱ has four syllables
✱ has r-controlled syllable
✱ has a suffix

clue

✱ has five syllables
✱ last syllable is open
✱ "c" has two different sounds

clue

clue cards

✳ has four syllables
✳ three syllables are closed
✳ has a prefix

clue

✳ has three syllables
✳ has a VCE syllable
✳ has a prefix and suffix

clue

✳ has two vowel pair syllables
✳ one syllable has /ā/
✳ is a compound word

clue

✳ has four syllables
✳ two syllables are r-controlled
✳ is a compound word

clue

✳ has four syllables
✳ has one prefix and two suffixes
✳ base word is "light"

clue

✳ has three syllables
✳ two syllables are closed
✳ root is "rupt"

clue

✳ has five syllables
✳ last syllable is consonant-le
✳ base word is "approach"

clue

✳ has three syllables
✳ affix says /t/
✳ has one vowel pair syllable

clue

clue cards

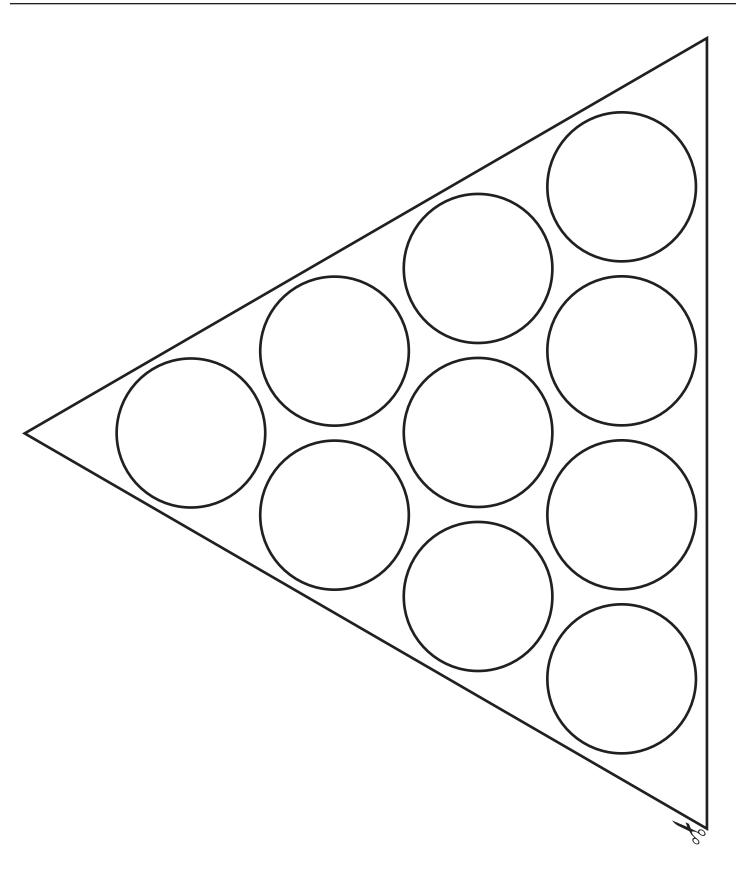|	
✱ has four syllables ✱ has one vowel pair syllable ✱ has a suffix clue	✱ has three syllables ✱ has two affixes ✱ one of the affixes says /t/ clue
✱ has four syllables ✱ second syllable is open ✱ has a suffix clue	✱ has three syllables ✱ second syllable is closed ✱ has a suffix clue
    clue	 clue
    clue	 clue

clue cards

Answer Key A

has two VCE syllables one syllable has /ī/ compound word	pinecone
has three syllables third syllable has /ā/ compound word	underweight
has five syllables has one prefix and two suffixes base word is "decide"	indecisively
has four syllables has a prefix root is "act"	deactivate
has five syllables prefix is a closed syllable base word is "rely"	unreliable
has four syllables "s" makes the sound /z/ has a suffix	opposition
has four syllables has r-controlled syllable has a suffix	conversation
has five syllables last syllable is open "c" has two different sounds	electricity
has four syllables three syllables are closed has a prefix	misunderstand
has three syllables has a VCE syllable has a prefix and suffix	replacement

Answer Key B

has two vowel team syllables one syllable has /ā/ compound word	railroad
has four syllables two syllables are r-controlled compound word	supermarkets
has four syllables has one prefix and two suffixes base word is "light"	enlightening
has three syllables two syllables are closed root is "rupt"	disruptive
has five syllables last syllable is consonant-le base word is "approach"	unapproachable
has three syllables affix says /t/ has one vowel pair syllable	undercooked
has four syllables has vowel pair syllable has a suffix	entertainment
has three syllables has two affixes one of the affixes says /t/	unfinished
has four syllables second syllable is open has a suffix	populated
has three syllables second syllable is closed has a suffix	forgotten

blank triangle

has two syllables

both syllables have vowel pairs   _____

has three syllables

has a suffix   _____

has three syllables

first syllable is r-controlled   _____

has two syllables

"c" in first syllable says /s/   _____

has four syllables

last syllable is VCE   _____

has three syllables

root is "struct"   _____

has three syllables

has a prefix   _____

has three syllables

root is "act"   _____

Advanced Phonics

Word Way

✎ Objective

The student will identify affixes, roots, base words, syllables, and variant correspondences in words.

✎ Materials

▶ Text

Choose a one-page passage within students' instructional-independent reading level range. Copy text. Optional: Laminate passage and use a Vis-à-Vis® marker.
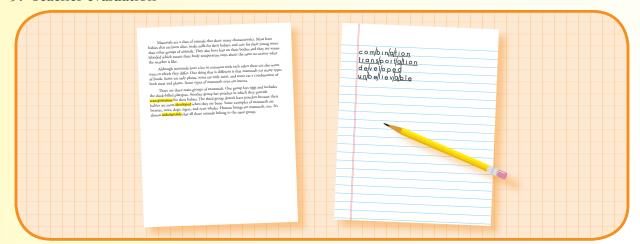
▶ Highlighter
▶ Dictionary
▶ Notebook paper
▶ Pencil

✎ Activity

Students decode unfamiliar words by analzing their parts.

1. Provide the student with a copy of the text, highlighter, and dictionary.
2. Student starts to read the text.
3. If unable to read a word, highlights the word, and writes on paper.
4. Uses pencil to underline any prefix or suffix.
5. Identifies the vowel sounds and puts slash marks in between the syllables.
6. Attempts to pronounce the word. Reads the word again faster.
7. Rereads the sentence with the word. If the word makes sense continues reading. If the word does not make sense, pronounce word in a different way until it does make sense (e.g., pronounce the "c" in "combination" with a /k/ instead of /s/). Looks up word in dictionary, if necessary.
8. Continues until the entire text is read.
9. Teacher evaluation

✎ Extensions and Adaptations

▶ Add student-friendly definitions or sentences to show meaning of the recorded words.
▶ Use tent card as a reference when reading (Activity Master AP.022.AM1).
▶ Circle affixes, identify vowel sounds, and make slash marks between the syllables (Activity Master AP.022.SS).

How to Read an Unfamiliar Word

1. Look at the word.
2. Identify prefixes and suffixes.
3. Note the vowel sounds in the rest of the word and divide the word into syllables.
5. Say the parts of the word together.
6. Say the parts together again fast.
7. Ask, "Is this a word I know? Does it make sense in the sentence?"
   - If it doesn't make sense try pronouncing it a different way. For example, some consonants and vowels can be pronounced differently (e.g., "c" can have the sound of /s/ or /k/, "ea" can have the sound of /e/ or /ē/).
   - Look the word up in the dictionary, if necessary.
8. When the word is identified, read the sentence again with the word.
9. Good job! Keep reading.

Name _____

imported	inaudible
inscription	perspective
predictable	incompleteness
disrupting	misinformation
impediment	relocation
expedition	undesirable
endothermic	uneventful
detractor	seamless