

## STEPS:

## Student:

Read the word.

Underline all known Greek  
Forms.

Say the meaning of each Greek  
Form.

## A: Read Greek Medical Words on Paper

“Now you’re going to read a page of Greek words.”

- *Tutor brings out Posttest Part A page*

“All of these words relate to medicine.”

“You may not know the meaning of *every* Greek Form in these words. But underline the part or parts that you DO know, and tell me what those parts mean.”

“Then say the entire word.”

**TUTOR NOTE:** Your students can do this in whichever order is more comfortable for them. They can either say the entire word and *then* find the Greek Form(s), or they can find the Greek Form(s) first, and *then* say the entire word.

hemacytometer

epidermal

polyneuritis

neurofibroma

pancreatectomy

osteogenesis

hyperglycemia

radiotherapy

pericranium

psychosomatic

echocardiogram

neurochemical

gastroenterology

naturopath

Posttest Part A

READ THESE GREEK MEDICAL WORDS

Underline the Greek Forms You Know

hemacytometer

epidermal

polyneuritis

neurofibroma

pancreatectomy

osteogenesis

hyperglycemia

radiotherapy

pericranium

psychosomatic

echocardiogram

neurochemical

gastroenterology

naturopath

**STEPS:**

**Student:**

Write the correct Math word on each blank line.

Say the entire word.

Say the meaning of each word.

**B: Spell Words Related to Math**

“Now we’re going to focus on math. As you know, math uses both Latin and Greek words.”

- Tutor brings out Posttest Part B page

“Notice the very first column shows the meaning of the Latin Prefix or Greek Form that should appear on the blank lines in that row.”

“If you need to, you can refer to the summary page entitled Math.

“After you fill in each blank, say the entire word.”

“Then tell me what that word would mean.”

multimedia

uses many media

polypropylene

many propylene resins

semiprecious

a gem that is half precious

hemihydrate

a chemical with 1:2 water ratio

equilateral

equal sides

isoseismic

equal earthquake shocks

uniformly

one form

mononucleotide

one nucleotide

bipartisan

two political parties

dichloride

two chlorine atoms

trimester

three months

trilogy

three literary works w/ same theme

quadriphonic

four channel sound system

tetrahedron

four faces of a geometric shape

decade

ten years

decasyllabic

a line of verse with 10 syllables

millennium

1,000 years

kilohertz

1,000 hertz

Posttest Part B  
WORDS RELATED TO MATH

Look at the meaning in the first column. Write in the correct Latin Root or Greek Form on the blank lines. Say the entire word, then figure out what it means.

	<u>Latin</u>	<u>Greek</u>
many	_____ <b>media</b>	_____ <b>propylene</b>
half	_____ <b>precious</b>	_____ <b>hydrate</b>
equal	_____ <b>lateral</b>	_____ <b>seismic</b>
one	_____ <b>formly</b>	_____ <b>nucleotide</b>
two	_____ <b>partisan</b>	_____ <b>chloride</b>
three	_____ <b>mester</b>	_____ <b>logy</b>
four	_____ <b>riphonic</b>	_____ <b>hedron</b>
ten	_____ <b>ade</b>	_____ <b>syllabic</b>
1,000	_____ <b>ennium</b>	_____ <b>hertz</b>

## Math

	<u>Latin</u>	<u>Greek</u>
many	multi	poly
half	semi	hemi
equal	equi	iso
1	uni	mono
2	bi	di
3	tri	tri
4	quad	tetra
5	quin	penta
6	sex	hexa
7	sept	hepta
8	oct	octo
9	nov	enne
10	dec, deci	deca
100	cent, centi	hecto
1,000	mill, milli	kilo
1,000,000		mega

**gon = angle** (polygon)

**lateral = side** (bilateral)

**peri = around** (perimeter)

**cycle = circle** (tricycle)

**dia = across** (diameter)

**gram = weight**

**meter = to measure,**

**or a specific length**

## C: Spell Greek Words with Cards and Tiles

“Repeat the entire word.”

“Tell me each Greek Form.”

“Build that word.”

“Now it says?”

### \*\*\*OPTIONAL\*\*\*

“What would that word mean?”

## Dictate Words

hy-dro-kih-NEH-tic

(hydro kinetic)

(Movement of water/fluids)

pa-le-o-bi-o-ge-OG-ruh-phy

(paleo bio geo graph y)

(Study of the geographic distribution of fossils)

ge-o-chron-OL-o-gy

(geo chron ology)

(Timeline of earth's history based on geologic events)

mon-OC-ruh-cy

(mono cracy)

(Government by a single person, like an autocracy)

mi-CROM-eh-ter

(micro meter)

(A device that measures very small things)

PHOTO-sphere

(photo sphere)

(Visible outer layer of the sun, or stars, that emit light)

phon-OL-o-gy

(phon ology)

(Study of speech sounds in language)

i-so-THERM-al

(iso therm al)

(Area with equal temperature)

PEN-tar-key

(pent arch y)

(Government with five rulers)

mac-ro-SCOP-ic

(macro scop ic)

(Big enough to see with eyes)

an-thro-POL-o-gist

(anthro p olog ist)

(Someone who studies the origin of humans)

neu-RO-ma

(neur oma)

(tumor composed of nerve tissue)

**STEPS:**

**Student:**

Read the entire word.

Say or underline just the Latin Root.

**D: Read Latin Words**

- Tutor brings out the Read These Latin Roots page.

**“All of these words contain Latin Roots that you learned in Lessons 1 through 5 of this level.”**

**“Say the entire word, then say (or underline) just the Latin Root.”**

**TUTOR NOTE:** Your students can do this in whichever order is more comfortable for them. They can either say the entire word and then find the Latin Root, or they can find the Latin Root first, and *then* say the entire word.

inconsistently

suportable

compulsiveness

attraction

objectionable

decommission (mit)

abruptly

differential

expenditure

dispensation (pense)

opportunity

effectiveness

ocurrence

assistance

Posttest Part D  
READ THESE LATIN WORDS  
Underline the Root

**inconsistently**

**supportable**

**compulsiveness**

**attraction**

**objectionable**

**decommission**

**abruptly**

**differential**

**expenditure**

**dispensation**

**opportunity**

**effectiveness**

**occurrence**

**assistance**



Dictate Words

im-pul-SIV-ih-ty  
(Pulse, Im puls iv ity)

de-com-POSED  
(Pose, De com pos ed)

suc-SEH-shun  
(Cess, Suc ces sion)

e-RUP-shun  
(Rupt, E rup tion)

uh-LOU-unce  
(Low, Al low ance)

con-FOR-mih-ty  
(Form, Con form ity)

eks-SES-ive  
(Cess, Ex cess ive)

uh-PLI-unce  
(Ply, Ap pl i ance)

dih-SEN-ting  
(Sent, Dis sent ing)

cuh-REC-shun  
(Rect, Cor rec tion)

uh-CUR-ing  
(Cur, Oc cur r ing)

egz-ACT-ly  
(Act, Ex act ly)

uh-GRES-ive  
(Gress, Ag gress ive)

eks-SEED-ed  
(Ceed, Ex ceed ed)

suh-SPEN-shun  
(Pense, Sus pen sion)

cuh-MIH-tee  
(Mit, Com mit tee)

uh-RANGE-ment  
(Range, Ar range ment)

E: Spell Latin Words with Cards and Tiles

**“Now you’re going to build words that contain Latin Roots.”**

**“The word is XXX.”**

**“Repeat the entire word.”**

**“Say just the Latin Root.”**

**“Bring out that Latin Root.”**

**“Do you need to drop, double, or change anything?”**

**“Now make it say XXX.”**

# Chameleon Prefixes

## IN family

<b>il</b>	L: illegal
<b>im</b>	M: immoral P: impatience B: imbalance
<b>ir</b>	R: irradiate

## CON family

<b>col</b>	L: collect
<b>com</b>	M: commit, commission P: compel B: combine
<b>cor</b>	R: correct

## OB family

<b>oc</b>	C: occur
<b>of</b>	F: offer, offering
<b>op</b>	P: oppose
<b>o</b>	MIT: omit

## SUB family

<b>suc</b>	C: success
<b>suf</b>	F: suffer
<b>sug</b>	G: suggest
<b>sup*</b>	P: suppose
<b>sus*</b>	P: suspend

## AD family

<b>ac</b>	C: access QU: acquaint K: acknowledge
<b>af</b>	F: affect
<b>ag</b>	G: aggression
<b>al</b>	L: allow
<b>an</b>	N: annul
<b>ap</b>	P: apply
<b>ar</b>	R: arrange
<b>as</b>	S: assist
<b>at</b>	T: attract

## EX family (excess, exempt)

<b>ef</b>	F: effect
<b>e</b>	Vibrate with vibrate R: erupt D: edict

## DIS family

<b>dif</b>	F: diffuse
<b>di</b>	Vibrate with vibrate V: diverse R: direct

## Posttest Part F

ADD THE CORRECT CHAMELEON PREFIX, READ THE WORD

Ad family

\_\_\_\_\_ accomplishment

\_\_\_\_\_ parently

\_\_\_\_\_ fliction

\_\_\_\_\_ nouncement

Sub family

\_\_\_\_\_ portive

\_\_\_\_\_ gestible

\_\_\_\_\_ ficiently

\_\_\_\_\_ piciously

Ob family

\_\_\_\_\_ fensive

\_\_\_\_\_ casionally

\_\_\_\_\_ jection

\_\_\_\_\_ pressive

Ex family

\_\_\_\_\_ fortlessly

\_\_\_\_\_ lusive

\_\_\_\_\_ ficient

\_\_\_\_\_ rosion

**STEPS:**

**Student:**

Read the word.

**G: Read Sight Words**

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**“Now you’re going to read sight words that you learned in Level 10.”**

**“You can NOT sound out these Sight Words.”**

**“So as soon as you see the word, just say it.”**

**\*\*\*TUTOR NOTE\*\*\***

I don’t expect your students to know how to *spell* all of these yet, but they should be comfortable reading them..

Posttest, Part G  
READ THESE SIGHT WORDS

worry

receipt

unanimous

mortgage

subtle

bargain

catsup

business

ridiculous

recipe

harass

missile

mischief

jealous

apostrophe

weird

salmon

sorry

breathe

borrow

catastrophe

**STEPS:****Tutor:**

Review each retired Sight Word Spelling Card.

**Student:**

Read the card.

Explain why the letter is red.

“See and spell” once on wall.

“See and write” once on table.

**Tutor:**

After all retired cards have been reviewed, dictate each word once.

**Student:**

Says the word.

Writes it on paper.

Underlines the red letter.

**H: Review Sight Word Spelling Cards**

**“Let’s review all the Sight Words that we’ve retired during this book.”**

- *Tutor pulls out the Sight Word Spelling Cards that were retired during this book.*

**“What’s this word?”**

**“Why is that letter in red?”**

**“Stare at it until you can see it in your mind with your eyes closed.”**

**“Look at that blank wall and see that word. How do you spell (sight word here)?”**

**“Good. Now write that word on the desk using your index and middle finger as the pen.”**

**“Let’s review all of them quickly BEFORE you write them on paper.”**

- *Tutor repeats the above procedure for each Sight Word Spelling card.*

**“Now I’m going to dictate each of these sight words. Repeat the word, write it down on paper, then underline the red letter.”**