

## LIST 9:

- adversary
- conversion
- diversion
- divert
- inverse
- revert
- versatile
- vertical
- dehydrate
- demolish
- reclaim
- renew

## Review:

- economic
- sensitive
- biography

## LIST 9 etymology notes:

- vers/vert - Latin roots for “turn.” Tip: To remember the meaning of these roots, think about the word, “convert,” which means “turning” to something else. Then, when you come across a word with *vert* or *vers* as a root, think about how the word relates to “turning.”
- de - Latin prefix meaning “remove” or “opposite.”
- re- Latin prefix meaning “again”

## Materials:

- [Slides](#)
- [Edulastic Link](#)

## In This Packet:

- **Word List** (print double-sided one per kid – needed for day 1): p. 10-11
- **Word Application 1** (print double-sided one per kid – needed for day 2 ): p. 12-13
- **Word Application 2** (print single-sided one per kid– needed for day 2): p. 14 and TEACHER ANSWER KEY p. 15
- **Word Application 3** (print double-sided one per kid- needed for day 3 ): p. 16-17 and TEACHER ANSWER KEY p. 18
- **Word Application 4** (print double-sided one per kid- needed for day 3 ): p. 19-20 and TEACHER ANSWER KEY P. 21
- **Word Application 5** (print double -sided - needed for day 4) p .21-22
- **Word Application 6** (print single sided and staple with Word Application 5 - needed for day 4) p. 23 and TEACHER ANSWER KEY p.24
- **Practice Spelling Sheet** (print for day 3 and cut in half to use for day 4 - one per kid): p. 25

## Day 1: Introduction to word list

**Materials Needed:** printed Word Lists, Slides, 16 flashcards per student (includes cards for the 2 new roots and 2 new prefixes)

- **ROOT** 1 min: Have students read the root word information for *vert/vers*. Engage in discussion about what they know about these roots.
- **ORAL PRONUNCIATION** 3 min: SLIDES 3-11 For each word, say it, then have them say it back – repeat three times with the echo reading of the word so they know what it feels like to say it correctly. For the rest of the year, correct any student who says a vocabulary word incorrectly and return to this three times, echoing as many times as needed.
- **Prefix 1:** 1min: Have students read the prefix information for *de-*. Engage in discussion about what they know about this prefix.
- **ORAL PRONUNCIATION** 1 min: SLIDES 12-14 For each word, say it, then have them say it back – repeat three times with the echo reading of the word so they know what it feels like to say it correctly. For the rest of the year, correct any student who says a vocabulary word incorrectly and return to this three times, echoing as many times as needed.
- **Prefix 2:** 1min: Have students read the prefix information for *re-*. Engage in discussion about what they know about this prefix.
- **ORAL PRONUNCIATION** 1 min: SLIDES 15-17 For each word, say it, then have them say it back – repeat three times with the echo reading of the word so they know what it feels like to say it correctly. For the rest of the year, correct any student who says a vocabulary word incorrectly and return to this three times, echoing as many times as needed.
- **[NEW] APPLICATION 10 minutes: SLIDES 18-30 Practice using the new focus words [NEW!]. Explain the directions. Each slide contains a new focus word and a turn and talk question that will give students practice applying the new word in context, sometimes with a variation in part of speech. Reinforce that students' answers should include the word in a complete sentence. For each part of speech variation, call attention to any changes in POS.**
  - **adversary**
    - **T&T Question: Why do you think fiction stories often have two characters who are adversaries?** [Ask students to articulate the part of speech change here - went from a singular to plural noun]
  - **conversion**
    - **T&T Question: Give an example of one mathematical unit that can be converted to a different unit.** (e.g. fractions to decimals, feet to inches, fahrenheit to celsius, etc). [Also ask students to describe the POS change here - went from noun to past tense verb].

- **diversion**
  - **T&T Question: What kind of diversions distract you from doing homework?**
- **divert**
  - **T&T Question: How might you divert someone's attention from watching too much TV?**
- **inverse**
  - **T&T Question: Have you ever done something that had an inverse effect from what you expected?** [Answers will vary but emphasis that they must have to do with having an opposite effect]
- **revert**
  - **T&T Question: If you could revert to any age, which age would you choose?**  
[Make sure students get that they need to choose an age **younger** than their current age].
- **versatile**
  - **Describe something you own that has a lot of versatility.** [Answers will vary. Students might say that their computer or their phone is versatile because of all of the functions/apps. They might also say a certain pair of all-weather shoes are versatile.] Make sure to highlight the part of speech change from adjective to noun.
- **vertical**
  - **T&T Question: How might you help a younger student remember what *vertical* means?**
- **dehydrate**
  - **T&T Question: What can you do to avoid experiencing dehydration?** [Note the POS change from verb to noun, signaled by the -tion suffix.]
- **demolish**

- **T&T Question: What happens when a building undergoes demolition?** [note the POS change from verb to noun, again with the -tion suffix signaling this change].
  
- **reclaim:**
  - **T&T Question: What is something that you have tried to reclaim for yourself?** [students might mention something that was taken from them, like a toy, or something more personal, such as their confidence when they had felt like it was lost].
  
- **renew:**
  - **T&T Question: What happens when you renew a library book?**

**FLASH CARDS:** 5 min Tell them that their homework for tonight is to make flashcards like the ones from last week. They need to write the word (spelled correctly and written neatly) on one side and a definition, sample sentence, or clear picture on the other side of the notecard. If there is time, students can start on them in class. Make sure they make cards for the roots and prefixes too!

- **HOMEWORK:** Make flashcards for all words.

## Day 2: Syllabication and word forms

MATERIALS: Word list, Word Application 1, Word Application 2 (**be sure to leave at least 15 minutes for the worksheet!**)

LESSON:

- **SYLLABLES AND WORD FORMS** 20 min: As always, on the second day of a new list, we are going to be syllabicing this week's words because paying attention to syllable patterns helps read, pronounce, **and** spell words. For each word, discuss how to syllabicate it and anything else about how to spell the word (including spelling changes to the root word before adding an inflectional ending). Word Application 1 is an optional worksheet provided for this activity. We recommend that you only cover 4-6 words to leave enough time for the worksheet. **You can review the bold words below based on our predictions of what will be challenging for kids, but also use student work to guide your selections.**
  - **versatile**
    - **syllabication: ver (r-controlled) - sa (schwa) - tile (VCe)** [note this word is often pronounced with a schwa at the end ver-sa-/tul/]
  - **vertical**
    - **Syllabication: ver (r-controlled) - ti (open but oddball because the i sound is short) - cal (schwa)**
  - **dehydrate**
    - **Syllabication: de (open) - hy (open) - drate (VCe)**
  - adversary
    - syllabication: ad (closed) - ver (r-controlled) - sar (oddball because it's making the long a sound instead of /ar/) - y (open)
  - conversion
    - syllabication: con (closed) - ver (r-controlled) - sion (final stable)
  - diversion
    - syllabication: di (open) - ver (r-controlled) - sion (final stable) [call students' attention to the fact that they can use the chunks -ver- and -sion to very quickly spell both conversion and diversion]
  - divert
    - syllabication: di-(open) - vert (r-controlled)

- inverse
    - syllabication: in (closed) - verse (r-controlled)
  - revert
    - syllabication: re (open) - vert (r-controlled) [Call attention to the fact that divert and revert are all the same spelling except for the prefixes so this should help them spell these words quickly].
  - demolish
    - Syllabication: de (open) - mol (closed) - ish (closed)
  - reclaim
    - syllabication: re (open) - claim (vowel team - ai says long a)
  - renew
    - Syllabication: re (open) - new (vowel team - ew says /oo/)
- 
- **WORD APPLICATION 2 [NEW VARIATION OF PART OF SPEECH PRACTICE WITH ADDED DEFINITION APPLICATION]. 15 MINUTES** Have students complete sentence stems by recalling the correct work and writing the proper part of speech.

### Day 3: Spelling review and word application

- MATERIALS: Spelling practice sheets, slides, Word Applications 3 and 4
- **SPELLING PRACTICE** 10 min: On spelling practice sheets or on a white board, have students do a practice spelling test. Tell them that there are review words at the end of the test so that they can keep practicing old words as well because the goal is to learn these for life. Read each word once and have everyone independently spell the word. Give 20 seconds per word. It's only a practice test so don't take too long, but encourage students to use syllables to spell the words. Answers are on SLIDE 32 .
  - versatile
  - renew
  - conversion
  - inverse
  - revert
  - vertical
  - dehydrate
  - diversion
  - demolish
  - divert
  - reclaim
  - adversary
  - biography
  - predictable
  - dictator
- Briefly address any phonics or syllabication work that would support common mistakes.
- Have students discuss their study plan with a partner.
- **WORD APPLICATION** 20 min:
  - Complete **Word Application 3** in partners or groups. Fill in the parentheses at the end of each sentence with the correct part of speech for each word in bold. (8 minutes)
  - Complete **Word Application 4 [New Grammar Practice Activity]** Independently or in pairs/groups, students identify whether a sentence is a fragment, run-on- or complete sentence and fix the fragments or run-ons. Answers for corrected sentences will vary but sample corrected sentences are included on the teacher key. (12 minutes)
  - **HOMEWORK:** Study your flashcards for tomorrow's practice test.

## Day 4: Spelling review and word application

MATERIALS: Spelling practice sheets, slides, Word Applications 5 and 6

- **SPELLING PRACTICE** 10 min (really try to keep to this timing so there is more time for students to study at the end of the lesson!): On practice paper or on a white board, have students do a practice spelling test. Give the definition of the word (not the actual word) and have everyone independently spell the word. Give 30 seconds per word. After you are done with all 15, show the answers or have students come up and write the words on the board and have them note which errors they made. Have them talk to their partner about what they want to do to prepare before the test. Answers on SLIDE 34.
  1. an opponent or enemy (adversary)
  2. the process of changing from one form to another (conversion)
  3. something that distracts attention or redirects a course (diversion)
  4. something that is the opposite, or reversed in position (inverse)
  5. to return to a previous state or being, order or effect (revert)
  6. capable of having many different functions (versatile)
  7. to change the course or direction or attention of something (divert)
  8. to remove water from something (dehydrate)
  9. to tear down or destroy something (demolish)
  10. to make like new again or update (renew)
  11. to take back something (reclaim)
  12. the opposite of horizontal; straight up and down (vertical)
  13. someone who is too focused on themselves and is conceited or narcissistic (egoist)
  14. something that is see-through (transparent)
  15. the irrational fear of small spaces (claustrophobia)
- **Word Application**
  - **Word Application 5 - [New variation of connotation practice] (5 minutes):** Part 1 - A semantic gradient is a tool that challenges students to order words according to their intensity. Part 2 - Students write a comic strip using the provided words. Challenge them to brainstorm the connection between the words before sketching the scenes.
  - **Word Application 6 - [New from list 8.] (10 minutes)** This activity is adapted from Word Gen Weekly. Answers will vary and is a response to requests for students to use words in context more frequently. **[Note if you would prefer that students do a review game for longer, feel free to assign this application for homework or skip for another time].**
- **PRACTICE:** 5 min: Game time options: 1) Charades with words from the first three weeks, 2) show student drawings from the day 2 and have people guess the word, or 3) Pictionary.
- **HOMEWORK:** Study your flashcards for tomorrow's test.

List 9:

## Day 5: Test and preview of upcoming words

Assessment (15 minutes estimate but give all 30 for double time and can read when finished)

## LIST 9 DENOTATIONS

ROOT vert/vers Latin root for "turn"			
<i>Word</i>	<i>Part of speech and definition</i>	<i>Sentence</i>	<i>Notes or other forms of word</i>
adversary	(adj) - person or group who has turned against another. an enemy or opponent	Angel worked hard to beat his adversary in the math competition last week.	adversarial (adj)
conversion	(n) a turning around or having a transformation	Sydney never liked hearing the flute but she underwent a conversion after hearing Lizzo rock out on the flute at a concert.	convert (v)
diversion	(n) something that turns you aside or distracts you	To distract the baby while he got a shot, the nurse offered a toy as a diversion.	divert (v)
divert	(v) to turn aside	Our basement floods, so we stack sandbags against the basement windows to divert rainwater away from the foundation.	diversion (n)
inverse	(noun) the opposite of something (adj) turned in position	The inverse of yes is no.	invert (v) inversion (n)
revert	(v) The prefix re means "again." To revert means to turn back again or return.	As winter approaches, it's time to revert to warmer clothing.	reverse (v)
versatile	(ad) able to turn to many tasks or do many things well	Jennifer Lopez is a versatile performer who can sing and dance equally well.	versatility (n)
vertical	(adj) straight up and down	We stand vertically when our height is measured.	

## List 9:

Prefix: de- Latin root for “remove” or “opposite”			
dehydrate	(v) to remove water from something	After the race, Diana felt so dehydrated that she drank three tall glasses of water.	dehydration (n)
demolish	(v) to remove something entirely; to tear down or destroy	Zach quickly demolished the sandwich to satisfy his extreme hunger.	demolition (n)
Prefix: re- Latin root for “again”			
reclaim	(v) claim, or get back, again	After his grade slipped to a C, Raymond worked hard to reclaim his A.	
renew	(v) to make like new again	Jana missed running, so she decided to renew her commitment to exercise.	renewal (n)
Review			
economic	( adj ) of, relating to, or based on the production, distribution, and consumption of goods and services	Her decision of which job to take was based on economic factors like her salary and her potential to get a raise.	economy (n), economist (n), economically (adv)
sensitive	(adj) 1. Aware of how others are feeling  2. quick to feel things physically (like sensitive skin reacts to things that touch it and an eye is sensitive to light).	Miguel was sensitive to his uncle’s feelings and saw no reason to tell him that once again, his shirt was on backwards. Even though my cavity is filled, that tooth is still sensitive to cold temperatures.	sensitively (adv) sensitivity (n)
biography	(n) a true story of a person’s life written by someone else	Several different biographies have been written about Kobe Bryant’s incredible life.	biographer (n) biographical (adj)

## Word Application 1 - Syllabication

Name \_\_\_\_\_

Directions: Syllabicate the bold words first. Syllabicate the rest of the words if time permits.

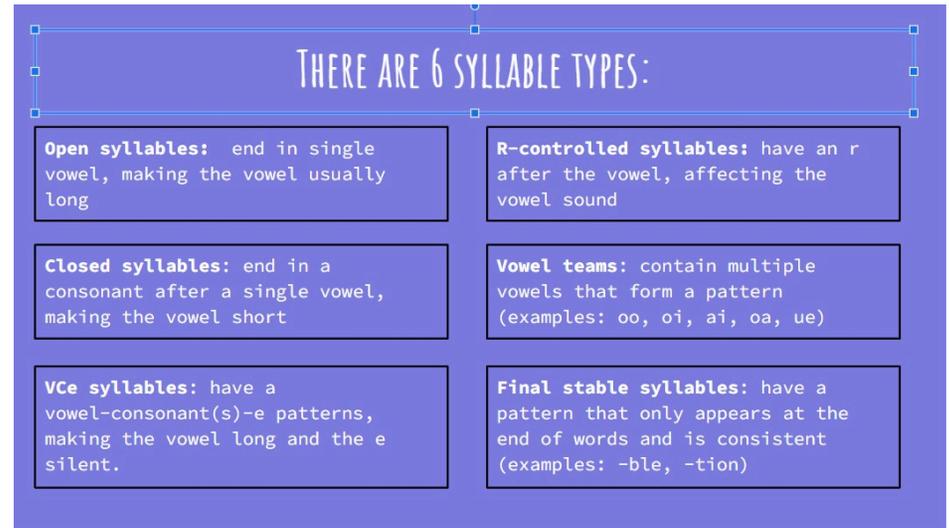
1. **versatile**\*

2. **vertical**\*

3. **dehydrate**\*

4. adversary

5. conversion



**THERE ARE 6 SYLLABLE TYPES:**

- Open syllables:** end in single vowel, making the vowel usually long
- Closed syllables:** end in a consonant after a single vowel, making the vowel short
- VCe syllables:** have a vowel-consonant(s)-e patterns, making the vowel long and the e silent.
- R-controlled syllables:** have an r after the vowel, affecting the vowel sound
- Vowel teams:** contain multiple vowels that form a pattern (examples: oo, oi, ai, oa, ue)
- Final stable syllables:** have a pattern that only appears at the end of words and is consistent (examples: -ble, -tion)

List 9:

6. diversion

7. divert

8. inverse

9. revert

10. demolish

11. reclaim

List 9:



12. renew

Name: \_\_\_\_\_

**Word Application 2** Fill in the blank with the correct vocabulary word and part of speech. Previously learned words are included!

**Example:** \_\_\_\_\_ is a helpful strategy to use when spelling or reading longer words

**completed sentence:** Syllabication is a helpful strategy to use when spelling or reading longer words.

1. re-, de-, con-, and com- are all \_\_\_\_\_.
2. The word "xenophobia" always carries a negative \_\_\_\_\_.
3. To avoid \_\_\_\_\_, drink at least 8 glasses of water per day.
4. The Yankees and the Red Sox are considered to be \_\_\_\_\_.
5. The opposite of horizontal is \_\_\_\_\_.
6. My grandpa jingled keys in front of my baby sister as a \_\_\_\_\_ to avoid a meltdown when my mother left the room.
7. Addition is the \_\_\_\_\_ of subtraction.
8. My 8-year-old cousin often \_\_\_\_\_ back to the age of a toddler when he tantrums.
9. The police officer \_\_\_\_\_ traffic to keep pedestrians from the building while construction workers \_\_\_\_\_ it.
10. My notebook is a \_\_\_\_\_ object because I can use it to draw, write journal entries, and take class notes.
11. I love it when our teacher gives us time to practice \_\_\_\_\_ fractions to decimals.
12. After going several days without a good night's sleep, I felt \_\_\_\_\_ after taking a 3-hour nap.

List 9:



13. Many indigenous nations have rallied to \_\_\_\_\_ lands taken from them by European settlers.

Name: \_\_\_\_\_

**[TEACHER ANSWER KEY] Word Application 2** Fill in the blank with the correct vocabulary word and part of speech. Previously learned words are included!

1. re-, de-, con-, and com- are all **prefixes**. (affixes also works here)
2. The word, xenophobia, always carries a negative **connotation**.
3. To avoid **dehydration**, drink at least 8 glasses of water per day.
4. The Yankees and the Red Sox are considered to be **adversaries**.
5. The opposite of horizontal is **vertical**.
6. My grandpa jingled keys in front of my baby sister as a **diversion** to avoid a meltdown when my mother left the room.
7. Addition is the **inverse** of subtraction.
8. My 8-year-old cousin often **reverts** back to the age of a toddler when he tantrums.
9. The police officer **diverted** traffic to keep pedestrians from the building while construction workers **demolished** it.
10. My notebook is a **versatile** object because I can use it to draw, write journal entries, and take class notes.
11. I love it when our teacher gives us time to practice **converting** fractions to decimals.
12. After going several days without a good night's sleep, I felt **renewed** after taking a 3-hour nap.
13. Many indigenous nations have rallied to **reclaim** lands taken from them by European settlers.

List 9:



Name: \_\_\_\_\_

### Word Application 3 - Part of Speech Practice

Fill in the brackets with the correct part of speech for bolded vocabulary each word. Try not to use your word list!

1. The two teams were **adversaries** competing fiercely against each other on the field, but friends off it. ( )
2. The lengthy **conversion** to a new advanced computer system took several months. ( )
3. The **diversion** of traffic allowed construction workers full access to the road. ( )
4. They decided to **divert** the parade route due to hazardous weather conditions. ( )
5. In math class we learned about **inverse** functions on a graph. ( )
6. I decided to **revert** to my strategy of using flashcards to study instead of reviewing them on my phone. ( )
7. Her **versatile** talents included singing, dancing, painting and writing. ( )
8. The building has a dramatic **vertical** design with stacked floors. ( )
9. When hiking in the harsh desert, it's important to drink water constantly to avoid **dehydration** ( ).
10. The old building was completely **demolished** to make room for modern new construction. ( )
11. Passionate environmental groups want to **reclaim** parts of the rainforest that are at risk of being cut down. ( )

List 9:



12. It's important to **renew** your driver's license before it legally expires. (                    )
13. Her extreme **claustrophobia** made it nearly impossible for her to ride the elevator. (                    )
14. He was an **ardent** proponent of wearing bike helmets. (                    )
15. Many devout Catholic people deeply **venerate** the saints and their virtues. (                    )
16. The country's remarkable **economic** growth has led to the creation of more jobs and wealth. (                    )
17. **Interstellar** space travel remains scientifically challenging. (                    )
18. Studying advanced **astronomy** involves learning about stars, planets and galaxies. (                    )

### [TEACHER ANSWER KEY] Word Application 3 - Part of Speech Practice

Fill in the brackets with the correct part of speech for bolded vocabulary each word. Try not to use your word list!

1. The two teams were **adversaries (noun)** competing fiercely against each other on the field, but friends off it.
2. The lengthy **conversion (noun)** to a new advanced computer system took several months.
3. The **diversion (noun)** of traffic allowed construction workers full access to the road.
4. They decided to **divert (verb)** the parade route due to hazardous weather conditions.
5. In math class we learned about **inverse (adjective)** functions on a graph.
6. I decided to **revert (verb)** back to my strategy of using flashcards to study instead of reviewing them on my phone.
7. Her **versatile (adjective)** talents included singing, dancing, painting and writing.
8. The building has a dramatic **vertical (adjective)** design with stacked floors.
9. When hiking in the harsh desert, it's important to drink water constantly to avoid **dehydration(noun)**.
10. The old building was completely **demolished (verb)** to make room for modern new construction.
11. Passionate environmental groups want to **reclaim (verb)** parts of the rainforest that are at risk of being cut down.
12. It's important to **renew (verb)** your driver's license before it legally expires.
13. Her extreme **claustrophobia (noun)** made it nearly impossible for her to ride the elevator.
14. He was an **ardent (adjective)** proponent of wearing bike helmets.
15. Many devout Catholic people deeply **venerate (verb)** the saints and their virtues.
16. The country's remarkable **economic (adjective)** growth has led to the creation of more jobs and wealth.
17. **Interstellar (adjective)** space travel remains scientifically challenging.
18. Studying advanced **astronomy (noun)** involves learning about stars, planets and galaxies.

List 9:



List 9:



Name \_\_\_\_\_

### Word Application 4: Grammar Practice

Directions: Identify if the sentence is a fragment, run-on, or complete sentence. Be sure to correct each fragment or run-on using a complete sentence in the lines provided.

1. Although the teams were adversaries on the field. ( fragment    run-on    complete sentence)

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2. The conversion to a new system took a long time it was very costly. (fragment    run-on    complete sentence)

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3. We learned inverse functions they involve reciprocals. (circle: fragment    run-on    complete sentence)

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4. I decided to revert to the previous operating system. (circle: fragment    run-on    complete sentence)

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5. A very versatile performer she could sing, dance, and act. (circle: fragment    run-on    complete sentence)

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6. The building with a striking vertical design. (circle: fragment    run-on    complete sentence)

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List 9:

7. When dehydrating foods, be sure to follow the proper methods. (circle: fragment run-on complete sentence)

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8. The old building was demolished the new construction will begin soon. (circle: fragment run-on complete sentence)

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9. The wetlands areas environmental groups want to reclaim them.(circle: fragment run-on complete sentence)

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10. You need to renew your license don't forget. (circle: fragment run-on complete sentence)

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## [TEACHER KEY] Word Application 4: Grammar Practice

1. Although the teams were adversaries on the field. ( **fragment** run-on complete sentence)  
*Although the teams were adversaries on the field, they respected each other.*
2. The conversion to a new system took a long time it was very costly. (fragment **run-on** complete sentence)  
*The conversion to a new system took a long time, and it was very costly.*
3. We learned inverse functions they involve reciprocals. (circle: fragment **run-on** complete sentence)  
*We learned that inverse functions involve reciprocals.*
4. I decided to revert to the previous operating system. (circle: fragment run-on **complete sentence**)  
N/A
5. A very versatile performer she could sing, dance, and act. (circle: fragment **run-on** complete sentence)  
*A very versatile performer, she could sing, dance, and act.*  
*She was a very versatile performer who could sing, dance, and act.*
6. The building with a striking vertical design. (circle: **fragment** run-on complete sentence)  
*The building has a striking vertical design.*
7. When dehydrating foods, be sure to follow the proper methods. (circle: fragment run-on **complete sentence**)  
N/A
8. The old building was demolished the new construction will begin soon. (circle: fragment **run-on** complete sentence)  
*The old building was demolished, and the new construction will begin soon.*
9. The wetlands areas environmental groups want to reclaim them.(circle: fragment **run-on** complete sentence)  
*The wetlands areas are what environmental groups want to reclaim.*  
*Environmental groups want to reclaim the wetland areas.*
10. You need to renew your license don't forget. (circle: fragment **run-on** complete sentence)  
*You need to renew your license, so don't forget.*

List 9:

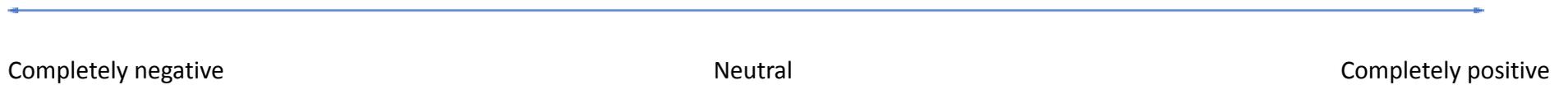


Name \_\_\_\_\_

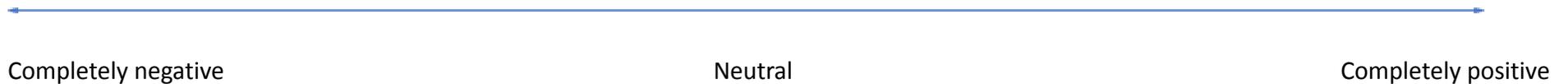
## Word Application 5

### Part 1: Connotations

1. Place the following words on this scale of how negative or positive they are: **flustered, sensitive, premonition, stellar, xenophobic**



2. Place the following words on this scale of how negative or positive they are: **coexist, demolish, indict, predict, commemorate, deport**



3. Place the following words on this scale of how negative or positive they are: **tragic, comic, historic, stellar, predictable**



List 9:



## Word Application 5 Cont..

**Part 2: Draw a comic strip that represents the meaning of each word. Try to connect the words to tell a story from panel to panel!** Tip: drafting a quick plan for your comic will help you figure out how to put the words together!

arachnophobia	flustered	divert	adversary
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## [TEACHER ANSWER KEY] Word Application 6

**Part 2 Directions:** This activity is called “Take a Stand!” Read the question and write an answer using the provided words to defend your position. Parts of speech can be changed as needed!

*Question: Should empty, dilapidated buildings be replaced with newer, more modern buildings?*

Words to Use
demolish   renew   diversion   proponent   vertical   passionate   historic

### SAMPLE ANSWER

*Dilapidated, old buildings should be **demolished** and replaced with new, **vertical** structures. As a **passionate proponent** of **renewal**, I think **demolishing** decaying buildings allows for positive change. Although construction causes traffic **diversions**, the benefits outweigh the inconvenience. New buildings provide more space for housing and businesses. **Renewing** outdated areas attracts more people. While some want to preserve **historic** architecture, I believe we must also embrace modernization. By thoughtfully **demolishing** the old and building the modern, we can **renew** communities.*

List 9:



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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## BONUS Word Application!

**Directions:** Here is a sample high school textbook level paragraph using words with the roots and affixes **-ic**, **fer**, **stel**, **dict**, and **graph**. Use your knowledge of these word parts to understand the words containing these roots!

*The development of long-distance communication has dramatically changed human civilization. In ancient times, messages could only be transmitted by physical **ferriers** carrying scrolls and missives from one location to another. The fastest of these messengers could only travel about 50 miles per day. The invention of devices like the telegraph and telephone using electrical signals was a huge leap forward, allowing instantaneous communication across continents. Today, communication is facilitated by satellites with **transponders** in **stellular** orbits that can relay radio **dictations** and data anywhere on Earth. The study of how far and how quickly information spreads through networks and populations is called **graph** theory, and it describes the way modern **telecommunications** have connected the planet. Overall, innovations in transferring information have fundamentally altered human organization and interaction.*

1. The word "ferriers" contains the root "fer." What does this root mean, and how does it relate to the meaning of "ferriers" in the paragraph?
2. The word "stellular" contains the root "stel." What does this root mean, and what does "stellular" mean in the context of the paragraph?

List 9:



3. The word "dictations" contains the root "dict." What does this root mean, and how does it relate to the meaning of "dictations"?
4. The word "telecommunications" contains the prefix "tele." What does this prefix mean, and how does it relate to the meaning of "telecommunications"?
5. The word "graph" appears as both a standalone word and as the root of "graph theory." What does this root mean on its own and in the compound noun "graph theory"?
6. The word "transponders" contains the prefix "trans." What does this prefix mean, and how does it contribute to the meaning of "transponders" in the paragraph?

List 9:

