

# APPENDIX C

## Word and Word Part Games

### LATIN ROOT JEOPARDY

At least three students are needed for this game—a host/scorekeeper as well as two players—but more students may play as well.

#### Materials

Create a grid with five columns and six rows. Make headers to indicate the categories. Clue cards are prepared by writing the number of points on one side and the answer on the other. During the game, turn over the square that is requested so the answer can be read. For a large group, project the Latin Root Jeopardy and Latin Root Double Jeopardy boards, and cover the clues with sticky notes. On a chalkboard, use tape to fix squares of paper in the correct order. If available, a doc cam or interactive whiteboard works particularly well: You or your students can also construct a game board in a PowerPoint format. There are a number of very good free sites online with directions; simply type in “jeopardy game board” in your browser.

#### Procedures

The game consists of two rounds: Jeopardy and Double Jeopardy.

1. The game is modeled after the “Jeopardy!” television game. The clue is in the form of an answer and players must phrase their response in the form of a question:  
Answer clue: Coming from the Latin root *port*, it means “to remove from one place to another.”  
Question response: What is *transport*?
2. Determine who will go first. The player will select the first “root” category and point value. The host uncovers the clue and reads it aloud.
3. The first player responding correctly adds the point amount of the question to his or her total or gets to keep the card that was turned over. That player then chooses the next root category and point amount. An incorrect answer means that the corresponding points are subtracted.
4. The winner is the one with the most points.

#### Variations

1. A round of Final Jeopardy can be added. When it is time for the Final Jeopardy question, players see the category, but not the answer. They then decide how many of their points to risk. When they see the answer, they have 30 seconds to write the question. If correct, they add the number of points they risked to their total; if incorrect, that number of points is subtracted from their total.

2. Play can alternate from one player to the next or from one team to the next rather than be based on who shouts out the response first. If one player misses, the other team gets a chance to respond. If they are correct, however, they get another turn.
3. Daily Doubles may be included if desired (the number of points for an answer is doubled and, if correct, added to the player's score; if incorrect, the doubled number of points is subtracted from the player's score).
4. Develop a Vocabulary Jeopardy game to accompany a unit of study:
  - Generate vocabulary cards from a unit of study that fit into four or five categories—for example, *atmosphere*, *hydrosphere*, *biosphere*, and *lithosphere*.
  - Write questions on cards that relate to the facts and concepts studied.
  - Teams of students play the game as a whole-class vocabulary review of unit.

Word Lists for constructing additional Latin Root Jeopardy games are found in Appendix G.1.

<b>LATIN ROOT JEOPARDY</b>				
<i>spect</i> (to look)	<i>form</i> (shape)	<i>port</i> (to carry)	<i>tract</i> (draw or pull)	<i>dict</i> (to say, speak)
100 One who watches; an onlooker	100 One "form" or style of clothing such as is worn by nurses	100 Goods brought into a country from another country to be sold	100 Adjective: having power to attract; alluring; inviting	100 A book containing the words of a language explained
200 The prospect of good to come; anticipation	200 One who does not conform	200 One who carries burdens for hire	200 A powerful motor vehicle for pulling farm machinery, heavy loads, etc.	200 A speaking against; a denial
300 To regard with suspicion and mistrust	300 To form or make anew; to reclaim	300 To remove from one place to another	300 The power to grip or hold to a surface while moving, without slipping	300 A blessing, often at the end of a worship service
400 Verb: to esteem Noun: regard, deference Literally: to look again	400 To change into another substance; change of form	400 To give an account of	400 An agreement: literally, to draw together	400 An order proclaimed by an authority
500 Looking around; watchful; prudent	500 Disfigurement; spoiling the shape	500 A case for carrying loose papers	500 To take apart from the rest; to deduct	500 To charge with a crime

**"Questions" for Latin Root Jeopardy**

	100	200	300	400	500
<i>spect</i>	spectator	expectation	suspect	respect	circumspect
<i>form</i>	uniform	nonconformist	reform	transform	deformity
<i>port</i>	import	porter	transport	report	portfolio
<i>tract</i>	attractive	tractor	traction	contract	subtract
<i>dict</i>	dictionary	contradiction	benediction	edict	indict



DOUBLE LATIN ROOT JEOPARDY				
<i>cred</i> (to believe)	<i>duct</i> (to lead)	<i>fer</i> (to bear, carry)	<i>press</i> (to press)	<i>spir</i> (to breathe)
200 A system of doing business by trusting that a person will pay at a later date for goods or services	200 A person who directs the performance of a choir or an orchestra	200 (Plants) able to bear fruit; (Animals) able or likely to conceive young	200 A printing machine	200 An immaterial intelligent being
400 A set of beliefs or principles	400 To train the mind and abilities of	400 To carry again; to submit to another for opinion	400 Verb: to utter Noun: any fast conveyance	400 To breathe out; to die
600 Unbelievable	600 To enroll as a member of a military service	600 To convey to another place; passed from one place to another	600 To press against; to burden; to overpower	600 To breathe through; to emit through the pores of the skin
800 Verb, prefix meaning "not"; word means to damage the good reputation of	800 The formal presentation of one person to another	800 Endurance of pain; distress	800 State of being "pressed down" or saddened	800 To breathe into; to instruct by divine influence
1000 Adjective, prefix <i>ac</i> ; word means officially recognized	1000 An artificial channel carrying water across country	1000 Cone bearing, as the fir tree	1000 To put down; to prevent circulation	1000 To plot; to band together for an evil purpose

### "Questions" for Double Latin Root Jeopardy

	200	400	600	800	1000
<i>cred</i>	credit	creed	incredible	discredit	accredited
<i>duct</i>	conductor	educate	induct	introduction	aqueduct
<i>fer</i>	fertile	refer	transfer	suffering	coniferous
<i>press</i>	press	express	oppress	depression	suppress
<i>spir</i>	spirit	expire	perspire	inspire	conspire

## IT'S ALL GREEK TO US

In this card game, the deck is composed of words derived from Greek roots. Three to five players may participate, one of whom will serve as game master and hold and read definition cards.

### Materials

Using the list of Greek roots and derived words in Appendix G.1, prepare 10 definition cards that consist of a root and definition such as *geo* ("earth"). For each root, create four or more words cards such as *geology*, *geographic*, *geometry*, and *geopolitics*. Write these words at the top of the card so they can be seen when held in the hand.

### Procedures

1. The game master shuffles the word cards, deals 10 cards per player, and places the remaining word cards facing down.



2. The game master reads a definition card and lays it down facing up. All players who are holding a card that matches the definition read it and place it below the corresponding Greek root. If no player can respond to the definition, the game master places the definition card on the bottom of his or her cards for rereading later in the game.
3. To begin the next round, a new definition card is laid down.
4. The player who discards all 10 word cards first is the winner and becomes the next game master.

## JOINED AT THE ROOTS

A concept sort based on the exploration of Greek and Latin word roots, this game may be used with individuals, partners, and small groups.

### Procedures

1. The teacher begins by modeling how to do the sort: placing words with roots whose meanings fit within a particular category—for example, “Speaking and Writing,” “Building/Construction,” “Thinking and Feeling,” and “Movement.”
2. Students then work in small groups or in pairs. Each group or pair will take a particular category and sort the words whose roots justify their belonging in that category.
3. Students may record their sorts and share later with the other students.

### Sample Categories

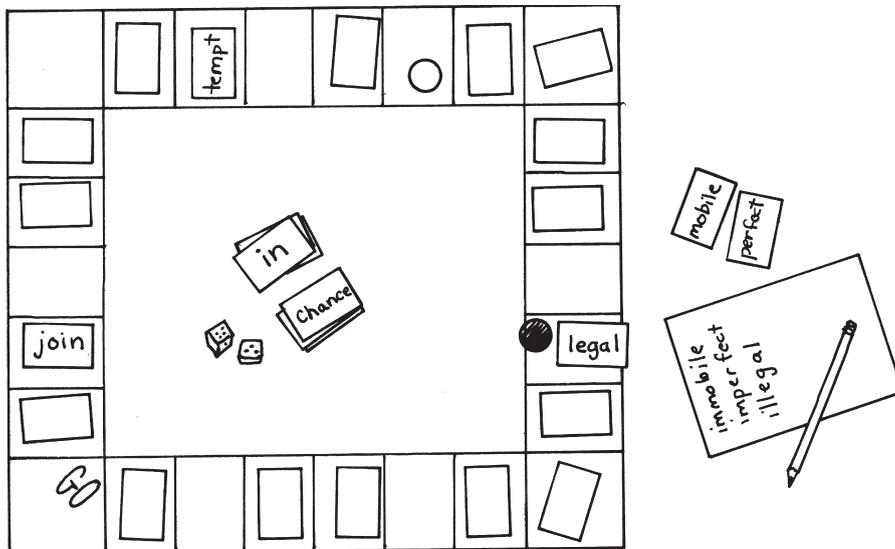
<i>Building/Construction</i>	<i>Thinking and Feeling</i>	<i>Movement</i>
technology	philanthropy	synchrony
construct	philosophy	fracture
tractor	attraction	
<i>Government</i>	<i>Speaking and Writing</i>	<i>Travel</i>
economy	autobiography	astronaut
demagogue	photograph	exodus
politics	catalogue	
	emphasis	

## ASSIMILE

This game can be played by two to six players.

### Materials

Use a game board modeled after Monopoly, dice, game playing pieces, a deck of prefixes that can be assimilated (*ad-*, *in-*, *com-*, *ob-*, *sub-*, *ex-*, *per-*, and *dis-*), a deck of base words that can take assimilated prefixes (e.g., base words such as *company* [*accompany*] or *mortal* [*immortal*]), and a set of chance cards. The chance cards are similar to the base word cards but should be written on cards of a different color. Players will need a sheet of paper and pencil or pen to use in spelling words.



## Procedures

This game is modeled after Monopoly.

1. Place base words face-down around the board, one in each space. A particular prefix is chosen as the focus and placed face-up in the center of the board. Chance cards are also placed in the middle.
2. Players roll the dice to see who goes first. The player with the highest number rolls again and moves the number of spaces on the board.
3. Upon landing on a particular space, the player turns up a word card and must determine whether this word can be assimilated to the prefix in the center of the board. If the card can be made into a word, the player attempts to both say the word and correctly spell it. A player who is able to correctly spell the word gets to keep the card. If the word cannot be assimilated, it is kept on the board face-up (this word will not be played again). However, if the word can be assimilated, but the player misspells the word, the card is turned back over to be played later in the game.
4. A player who is unable to come up with a word (for whatever reason) forfeits a turn, and play moves to the next player.
5. When a player passes "Go" or lands on a card that is facing up, they can draw from the chance pile. Chance cards provide players a chance to think of one's own assimilated prefix word using the base word on the card and any assimilated prefix.
6. The game is over when all cards that can be played are played, and the winner is the one with the most correctly spelled words.

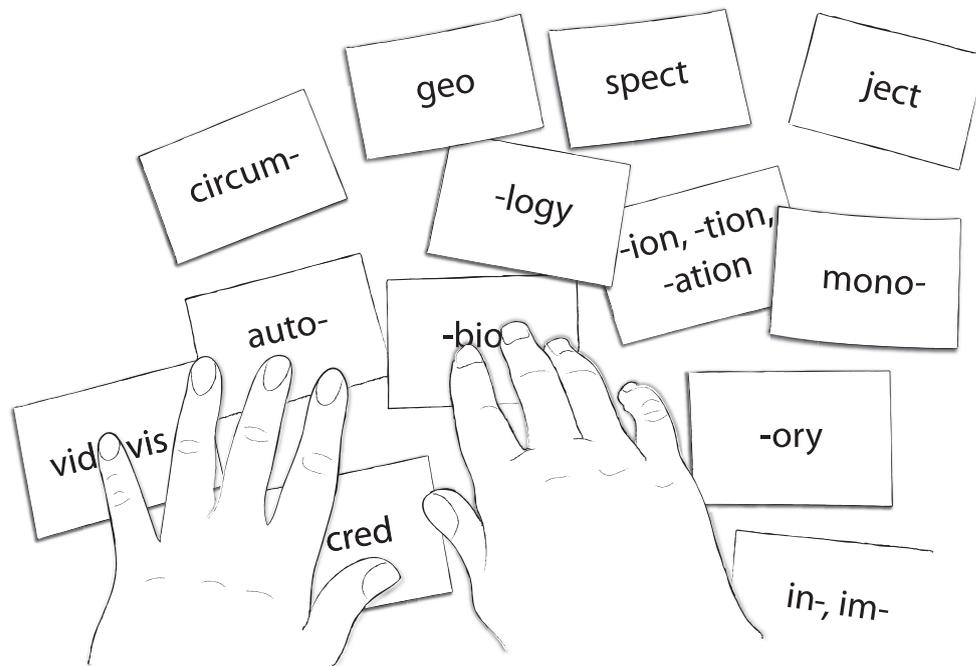
## Modifications/Extensions

Create a set of Community Chest cards using the prefixes *ad-*, *in-*, *com-*, *ob-*, *sub-*, *ex-*, *per-*, and *dis-*. This deck can be placed in the middle of the board, and players can draw from it after each round of turns. This ensures that all prefixes are studied. With this method, the word cards that cannot be played with one particular prefix are turned back over until they are able to be played.

## WORD PART SHUFFLE

Any activity that engages students in combining prefixes, suffixes, bases, and roots is very beneficial and appropriate. There are a number of commercially available resources such as Reading Rods (Learning Resources, Inc.) in which students snap cubes or rods together that have prefixes, suffixes, bases, or roots printed on them. Both real words and words that *could* exist may be constructed. Older students, however, may be put off by a format that they perceive is somewhat “childish”—although we have found that older students will buy into fitting rods and cubes together if you have presented the activity in a straightforward, adult, and respectful manner.

Word Part Shuffle avoids this issue altogether, however (Moloney, 2008). In this non-competitive activity, a group of students receives a stack of multicolored cards. Each color card represents a different word part (prefixes, bases/roots, and suffixes). Each group builds a number of words—20 is usually appropriate—that one might find in a standard dictionary. After that, each group coins one word, using as many of the cards as possible. They should develop a definition for the word. Each group then shares their coined word. A template for the word cards is provided on the following pages. The word parts and meanings can be cut apart and affixed to colored cards.



peri-

meaning: *around*

super-

meaning: *over, above*

trans-

meaning: *across*

poly-

meaning: *many*

deca-

meaning: *ten*

pent-

meaning: *five*

sub-

meaning: *under*

tri-

meaning: *three*

**-er, -or**

meaning: *agent*

**-ion, -tion,  
-ation**

meaning: *act or process of*

**-ic**

meaning: *like, having the nature*

**-ory**

meaning: *place for*

**-ment**

meaning: *product, state*

**-ist**

meaning: *one who*

**-ism**

meaning: *act, condition*

**-ous**

meaning: *characterized by*

<p><b>un-</b> meaning: <i>not</i></p>	<p><b>re-</b> meaning: <i>again</i></p>
<p><b>in-, im-, il-, ir-</b> meaning: <i>not</i></p>	<p><b>dis-</b> meaning: <i>not</i></p>
<p><b>non-</b> meaning: <i>not</i></p>	<p><b>en-, em-</b> meaning: <i>to cause something</i></p>
<p><b>sub-</b> meaning: <i>under</i></p>	<p><b>in-, im-</b> meaning: <i>in</i></p>

# aud

Latin; meaning: *hear*

# spect

Latin; meaning: *see, look at*

# bio

Greek; meaning: *life*

# dict

Latin; meaning: *speak, tell*

# port

Latin; meaning: *carry*

# form

Latin; meaning: *shape*

# tract

Latin; meaning: *pull*

# fer

Latin; meaning: *carry*

duc, duct

Latin; meaning: *lead*

scrib, script

Latin; meaning: *write*

gress

Latin; meaning: *move*

ject

Latin; meaning: *throw*

jud

Latin; meaning: *judge*

vid, vis

Latin; meaning: *see*

fid

Latin; meaning: *trust*

cred

Latin; meaning: *trust, believe*

# chron

Greek; meaning: *time*

# derm

Greek; meaning: *skin*

# geo

Greek; meaning: *earth*

# graph

Greek; meaning: *write*

# logy

Greek; meaning: *study*

# meter, metr

Greek; meaning: *measure*

# micro

Greek; meaning: *small*

# phobia

Greek; meaning: *fear*

path

Greek; meaning: *suffer*

hydra

Greek; meaning: *water*

phon

Greek; meaning: *sound*

photo

Greek; meaning: *light*

tele

Greek; meaning: *far*

scope

Greek; meaning: *see*

psych

Greek; meaning: *spirit, soul*

rupt

Latin; meaning: *break*

**pre-**

meaning: *before*

**post-**

meaning: *after*

**mono-**

meaning: *one*

**uni-**

meaning: *one*

**anti-**

meaning: *against*

**auto-**

meaning: *self*

**circum-**

meaning: *around*

**inter-**

meaning: *between*