

Teaching Word Meaning: Word Parts

11/3-11/21

3 weeks

TEKS 5.2A/Fig 19D

Lesson	Time Frame	Focus
Lesson 11	11/3	Using Word Parts as a Strategy to Determine Word Meaning
Lesson 12	11/4 – 11/7	Using Affixes (Prefixes) to Determine Word Meaning
Lesson 13	11/10 – 11/14	Using Affixes (Suffixes) to Determine Word Meaning
Lesson 14	11/17 – 11/21	Using Roots to Determine Word Meaning

Lesson 11

Lesson Overview: 5.2A/Fig. 19D : Using Word Parts as a Strategy to Determine Word Meaning

- 1.Refer back to the letter or email that the teacher ‘received’ from a family member or friend.
- 2.Display letter under document camera, on SmartBoard, distribute a copy of the letter to all students, or have a copy on chart paper for all students to read.
- 3.Read the letter together (as a shared reading) in its entirety.
- 4.Explain that sometimes readers come across words that they don’t know, but there are strategies that good readers use to figure out the meaning of the words.

When we read, we come into contact with many words that we know and are familiar to us. Sometimes we come across words whose meaning we are unsure of. Good readers have strategies in their toolboxes to use to help them figure out what these words might mean. Today we will look at a word with parts that can help us infer the meaning.

- 5.Revisit the letter with the students, pointing out the word impossible and model the strategies that were used to find the word’s meaning.

I am going to model how I figured out what the first unfamiliar word meant, but then I would like all of you to join in and help me identify which strategy I need to use for the next unfamiliar word.

When I read this letter today, I came across the word impossible, and I think that I figured out what it means. I looked at the sentence that it is in. I read the sentence again. The sentence is “It seems like sometimes it’s impossible to get from place to place, and I feel tired when I think about leaving my house.” So, I think about the strategies that Readers Use When They Don’t Know the Meaning of a Word. (Refer to the Anchor Chart posted in your room from previous lessons.)

What Do Readers Do When They Don't Know the Meaning of a Word?

- Re-read the sentence that the word is in
"The water is a beautiful indigo. It looks just like the sky."
- Read above and below the word to get a mental image about what is happening in the text.
It has to have something to do with water because it says the water is a beautiful indigo. It also has something to do with the sky because it says "it looks just like the sky"
- Think about what you know about the words (text) that are around the unfamiliar word.
I think about what I know about the sky--Most of the time the sky is blue. I also think about what I know about water--when I have been to the beach or pictures that I have seen of the beach show blue water.
- Connect the word to one of "my words" -- a word that you think might have the same meaning.
Blue-I have to make sure it would fit the meaning of indigo.
- Collect "clues" from the text.
Go back and read the sentence before. "Florida is stunning this time of year." I know that stunning means pretty, but some people might not think that blue is a pretty color. Read the sentence after. "In fact, sometimes I can't tell where the water ends and the sky begins." So, if I think that indigo might mean blue, it would make sense in this sentence. If blue is the color of the sky and the water then it would be hard to tell where they were divided.
- Look at the word. Do I recognize and know the meaning of any of the parts? (Ex: preheat pre-before)

We have already read the sentence with the word impossible. Now, I need to read above and below the word to get a mental image about what is happening in the text. “There are always cars honking, alarms going off, and people are everywhere. It seems like sometimes it’s impossible to get from place to place, and I feel tired when I think about leaving my house. However, knowing that I can be at the beach in five minutes helps to relieve any of my stress.” That first sentence is definitely giving me a mental picture of what the city is like where Tammy lives. It must be crowded and always busy. So, when she tries to leave her house and get from place to place, all the people and stuff going on probably makes it difficult.

Now we have visualized what is happening in the text, and I notice that impossible has a prefix that I’m familiar with. I know that the prefix –im means not, and I know possible means that something is able to happen. When I combine the meaning of the prefix with the base word, I can infer that impossible means not going to happen. I think this is correct, but I need to check it in the sentence.

“There are always cars honking, alarms going off, and people are everywhere. It seems like sometimes it’s not going to happen to get from place to place, and I feel tired when I think about leaving my house. However, knowing that I can be at the beach in five minutes helps to relieve any of my stress.” I feel like I know what impossible means, and my knowledge of word parts helped me infer the meaning.

6. Model Independent Practice: Using your Word Study Notebook under the document camera draw the anchor in your Word Study notebook independent section or use a blank copy of the word collection chart to model using the word impossible. Have students copy this in their notebook to use as an example.

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
Impossible	It seems like sometimes it's <u>impossible</u> to get from place to place, and I feel tired when I think about leaving my house.	Not possible; not going to happen

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
Impossible	It seems like sometimes it's <u>impossible</u> to get from place to place, and I feel tired when I think about leaving my house.	Not possible; not going to happen

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning

Hello Friend!

How are you? Your last letter was very sweet. I was happy to hear that you and your family are doing well.

I am finally getting used to living in a different state. I think that I am going to love it as soon as I really settle in!

Florida is stunning this time of year. The water is a beautiful indigo; it looks just like the sky. In fact, sometimes I can't tell where the water ends and the sky begins.

I take walks along the beach every day and the birds always make me laugh as they squawk and squawk to the tourists for bits of food.

I am enjoying living in the city, but sometimes it can be a bit strenuous. There are always cars honking, alarms going off, and people are everywhere. It seems like sometimes it's impossible to get from place to place, and I feel tired when I think about leaving my house. However, knowing that I can be at the beach in five minutes helps to relieve any of my stress. I always feel much better when I have my toes in the sand and can hear the sound of the waves. It is such a peaceful feeling!

I hope that you can come see me soon! I miss you! Can you believe that we used to live next door to each other? It seems like so long ago.

I'll call you soon so we can set-up a visit. I am really looking forward to seeing you. Give my love to your family.

Love,

Tammy

Lesson 12

Lesson Overview: 5.2A/Fig. 19D : Using Prefixes to Determine Word Meaning

1. To begin, the teacher introduces prefixes, and explains that the prefix has a meaning (usually derived from Latin or Greek) and that adding a prefix changes the meaning of the root word.

For example, the prefix MIS means “wrong.” So you can either give somebody good information by informing them, or you can give somebody wrong information by misinforming them. Look at these other examples: misuse, misprint, misunderstand, misinterpret, mistake, and misfire. Using what I know about the prefix mis-, I can infer...

- Misuse = use in the wrong way
- Misprint = printed wrong
- Misunderstand = wrong understanding
- Misinterpret = interpret something the wrong way
- Mistake = take a wrong action

2. Create the Word Parts Anchor Chart with your students.

- This Anchor includes common prefixes, suffixes, and roots used in the English language. This week, we will focus on **prefixes**.

Word Parts

Prefixes

Prefix	Meaning	Examples
dis-	Wrong	Misuse, misunderstand, respect
bi-	Two	Bicycle, biannual, biennial
uni-	Not	Unhappy, unkind, untangle
re-	Not	Reply, replace, rebound
dis-	Again	Disappear, disobey, disappear

Suffixes

Prefix	Meaning	Examples

Roots

Prefix	Meaning	Examples

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3. Distribute the Word Parts: Prefixes document and have them paste them in their Word Study Notebook to use as a resource to infer meaning. Explain that they can add words they find to the “My Examples” column.

Word the r-Like Division			
Div	Divisor	Dividend	Quotient
1	2	10	5
2	3	12	4
3	4	16	4
4	5	20	4
5	6	30	5
6	7	42	6
7	8	56	7
8	9	72	8
9	10	90	9
10	11	110	10
11	12	132	11
12	13	156	12
13	14	182	13
14	15	210	14
15	16	240	15
16	17	272	16
17	18	306	17
18	19	342	18
19	20	380	19
20	21	420	20
21	22	462	21
22	23	506	22
23	24	552	23
24	25	600	24
25	26	650	25
26	27	702	26
27	28	756	27
28	29	812	28
29	30	870	29
30	31	930	30
31	32	992	31
32	33	1056	32
33	34	1122	33
34	35	1190	34
35	36	1260	35
36	37	1332	36
37	38	1406	37
38	39	1482	38
39	40	1560	39
40	41	1640	40
41	42	1722	41
42	43	1806	42
43	44	1892	43
44	45	1980	44
45	46	2070	45
46	47	2162	46
47	48	2256	47
48	49	2352	48
49	50	2450	49
50	51	2550	50
51	52	2652	51
52	53	2756	52
53	54	2862	53
54	55	2970	54
55	56	3080	55
56	57	3192	56
57	58	3306	57
58	59	3422	58
59	60	3540	59
60	61	3660	60
61	62	3782	61
62	63	3906	62
63	64	4032	63
64	65	4160	64
65	66	4290	65
66	67	4422	66
67	68	4556	67
68	69	4692	68
69	70	4830	69
70	71	4970	70
71	72	5112	71
72	73	5256	72
73	74	5402	73
74	75	5550	74
75	76	5700	75
76	77	5852	76
77	78	6006	77
78	79	6162	78
79	80	6320	79
80	81	6480	80
81	82	6642	81
82	83	6806	82
83	84	6972	83
84	85	7140	84
85	86	7310	85
86	87	7482	86
87	88	7656	87
88	89	7832	88
89	90	8010	89
90	91	8190	90
91	92	8372	91
92	93	8556	92
93	94	8742	93
94	95	8930	94
95	96	9120	95
96	97	9312	96
97	98	9506	97
98	99	9702	98
99	100	9900	99

4. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey's Vocabulary in Context word cards to infer meaning using word parts and context. Students will use the Word Collection Chart created in Lesson 11 to complete independent practice.

Word	Card Number
Uneventful	177
Prohibit	120
Unobserved	95
Preliminary	48
Uniform	39

5. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Word Parts

Prefixes

Prefix	Meaning	Examples
mis-	Wrong	Misuse, misunderstand, misprint
bi-	Two	Bicycle, biannual, bicentennial
un-	Not	Unhappy, unfair, untangle
il-	Not	Illegal, illegible, illiterate
re-	Again	Replay, replace, rebound
dis-	Not	Disappear, disobey, disappear

Suffixes

Prefix	Meaning	Examples

Roots

Prefix	Meaning	Examples

Word Part List: Prefixes

Prefix	Definition	Examples	Origin	My Examples
un-	not/opposite	unlock, unsafe, uncover	Anglo-Saxon	
re-	again/back	reread, rewrite, return	Latin	
in-	not	Inactive, income	Latin	
im-	not	impossible, improper, import	Latin	
dis-	not/opposite of	dislike, distrust, disagree	Latin	
pre-	before	pretest, preplan, premade	Latin	
tele-	far, distant	telephone, telegraph, television	Greek	
non-	not	nonfat, nonsense	Latin	
mis-	bad or badly wrong or wrongly	misbehave, misread, misspell	Latin	
de-	reduce down away from	defeat, deform, decrease	Latin	
bi-	two	bicycle, binocular	Latin	
tri-	three	tricycle, triangle	Latin/Greek	
en-, em-	to cause to be, to put into or onto, to go into or onto	encounter, enable, employ, embark, encircle	Latin	
sub-	under, beneath, below secondary	subway, subsoil, substitute	Latin	
fore-	before, earlier	forearm, foreword	Anglo-Saxon	

semi-	half	semicircle, semicolon	Latin	
anti-		opposite, against	antibiotic, antifreeze	
auto-		self	autograph, automatic	
multi-		many/ much	multicolor, multifamily	
in- (il-, im-, ir-)	not	inability, impatient, irregular, illegal	Latin	
inter-	between	intercept, interview, interstate	Latin	
trans-	across/ change/ through	transformation, transportation, transfer	Latin	
super-	above/ on top of/ beyond	superfine, superhuman, supersonic	Latin	
micro-	small/ minute	microbiology, microscope	Greek	
uni-	one/ single	unicorn, unicycle, uniform	Latin	

Lesson 13

Lesson Overview: 5.2A/Fig. 19D : Using Suffixes to Determine Word Meaning

1. To begin, the teacher introduces suffixes, and explains that the suffix has a meaning (usually derived from Latin or Greek) and that adding a suffix changes the meaning of the root word.

For example, the suffix FUL means “full of or containing a lot.” Something can be beautiful (or full of beauty), or something can be painful (or full of pain). Look at these other examples: wonderful, helpful, careful. Using what I know about the suffix -ful, I can infer...

- Wonderful = full of wonder and awe
- Helpful = containing a lot of help
- Careful = full of or containing a lot of care

2. Create the Word Parts Anchor Chart with your students.

- This Anchor includes common prefixes, suffixes, and roots used in the English language. This week, we will focus on **suffixes**.

[illegible]

3. Distribute the Word Parts: Suffixes document and have them paste them in their Word Study Notebook to use as a resource to infer meaning. Explain that they can add words they find to the “My Examples” column.

[illegible]

4. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey’s Vocabulary in Context word cards to infer meaning using word parts and context. Students will use the Word Collection Chart created in Lesson 11 to complete independent practice.

Word	Card Number
Uneventful (repeated)	177
Available	98
Edition	178
Contributions	136
Competition	31

5. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Word Parts

Prefixes

Prefix	Meaning	Examples
mis-	Wrong	Misuse, misunderstand, misprint
bi-	Two	Bicycle, biannual, bicentennial
un-	Not	Unhappy, unfair, untangle
il-	Not	Illegal, illegible, illiterate
re-	Again	Replay, replace, rebound
dis-	Not	Disappear, disobey, disappear

Suffixes

Prefix	Meaning	Examples
-er or -or	A person	Teacher, actor, player
-able	Can be done	Portable, climbable, playable
-ness	A condition	Illness, madness, baldness
-ful	Containing a lot	Playful, mindful, skillful
-ly	Description of a condition	Badly, icily, lonely
-ment	Description of a condition	Payment, argument, amusement

Roots

Prefix	Meaning	Examples

Word Part List: Suffixes

Suffix	Definition	Examples	Origin	My Examples
-s, -es	plural, more than one	hats, pigs, books, plays, boxes, wishes,	Anglo-Saxon	
-ing	action/process	helping, skipping, running, seeing, thinking	Anglo-Saxon	
-ed	past tense	jumped, helped	Anglo-Saxon	
-er	person connected with, comparative degree	teacher, writer, baker, bigger, colder, taller	Anglo-Saxon	
-est	superlative degree	biggest, coldest, tallest	Anglo-Saxon	
-ful	full of	beautiful, painful	Anglo-Saxon	
-less	without	careless, helpless	Anglo-Saxon	
-ies	plural, more than one	parties, babies, cries	Anglo-Saxon	
-ied	past tense	cried, tried,	Anglo-Saxon	
-ly	characteristic of	badly, friendly, quickly	Anglo-Saxon	
-y	characterized by/like	cloudy, fishy	Anglo-Saxon	
-er, - or	one who, that which	baker, boxer, conductor, survivor	Latin	
-al, - ial	related to characterized	colonial, biennial, dental,	Latin	
-ness	condition, state of	darkness, fairness	Anglo-Saxon	
-ment	act, process	enjoyment, replacement	Latin	

-en	made of, to make	wooden, dampen, tighten,	Anglo-Saxon	
-ion, -tion, -ation, -ition	act of/ state of/ result of	tension, attention, elevation, union	Anglo-Saxon	
-able -ible	can be done	enjoyable, sensible, likable	Latin	
-ive -ative -tive	inclined/ tending toward an action	festive, talkative, active, sensitive	Latin	
-logy, ology	science of/ study of	biology, chronology	Greek	
-ence -ance	act/ condition of	persistence, excellence, assistance, importance	Latin	
-an	one having a certain skill/ relating to/	electrician, magician, American,	Latin	
-ent -ant	an action/ condition	student, contestant, immigrant	Latin	
-ent -ant	causing a specific action	obedient, absorbent, abundant, elegant	Latin	
-ity -ty	state of/ quality of	prosperity, equality	Latin	
-ic	relating to/ characterized	energetic, historic	Latin/ Greek	
-ize	to make/ to cause to become	fertilize, criticize, apologize	Latin/ Greek	
-age	result of an action/ collection	manage, drainage, acreage	Latin	
-ous -eous -ious	full of/ characterized by	adventurous, nervous, mysterious, courteous	Latin	

Lesson 14

Lesson Overview: 5.2A/Fig. 19D : Using Roots to Determine Word Meaning

1. To begin, the teacher introduces roots, and explains that roots have a meaning (usually derived from Latin or Greek).

For example, the root MAL means “bad or badly.” The animal was skin and bones. He was extremely malnourished (badly nourished). Look at these other examples: malpractice, maladjusted. Using what I know about the root -mal, I can infer...

- Malpractice = practice badly
- Maladjusted = adjusted badly

2. Create the Word Parts Anchor Chart with your students.

- This Anchor includes common prefixes, suffixes, and roots used in the English language. This week, we will focus on **roots**.

Word Parts		
Prefixes		
Prefix	Meaning	Examples
mis-	Wrong	Misuse, misunderstand, misprint
bi-	Two	Bicycle, biannual, bicentennial
un-	Not	Unhappy, unfair, untangle
il-	Not	Illegal, illegible, illiterate
re-	Again	Replay, replace, rebound
dis-	Not	Disappear, disobey, disappear
Suffixes		
Prefix	Meaning	Examples
-er or -or	A person	Teacher, actor, player
-able	Can be done	Portable, climbable, playable
-ness	A condition	Illness, madness, baldness
-ful	Containing a lot	Playful, mindful, skillful
-ly	Description of a condition	Badly, icily, lonely
-ment	Description of a condition	Payment, argument, amusement
Roots		
Root	Meaning	Examples
Port	To carry	Portable, export, deport
Meter	Measure	Centimeter, thermometer, barometer
Therm	Heat	Thermometer, thermal, endotherm
Chrono	Time	Chronological, chronograph, chronicle
Part	Portion or part	Partner, partition, partial
Equ	Same or fair	Equal, equality, Equator

3. Distribute the Word Parts: Roots document and have them paste them in their Word Study Notebook to use as a resource to infer meaning. Explain that they can add words they find to the “My Examples” column.

Word Part List: Roots			
Root	Meaning	Examples	My Examples
mis-	Wrong	Misuse, misunderstand, misprint	
bi-	Two	Bicycle, biannual, bicentennial	
un-	Not	Unhappy, unfair, untangle	
il-	Not	Illegal, illegible, illiterate	
re-	Again	Replay, replace, rebound	
dis-	Not	Disappear, disobey, disappear	
-er or -or	A person	Teacher, actor, player	
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-ful	Containing a lot	Playful, mindful, skillful	
-ly	Description of a condition	Badly, icily, lonely	
-ment	Description of a condition	Payment, argument, amusement	
Port	To carry	Portable, export, deport	
Meter	Measure	Centimeter, thermometer, barometer	
Therm	Heat	Thermometer, thermal, endotherm	
Chrono	Time	Chronological, chronograph, chronicle	
Part	Portion or part	Partner, partition, partial	
Equ	Same or fair	Equal, equality, Equator	

4. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use the attached Word Collection Chart with examples of words that contain Greek and Latin roots to infer the meaning using their knowledge of roots and text evidence.

You may post a copy in your room or distribute a copy to each student to paste in their Word Study Notebook.

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
Erupted	When Mount Vesuvius <u>erupted</u> , the people in the city of Pompeii were unprepared.	
Terminal	A <u>terminal</u> leaf is a leaf that grows out of the end of a branch.	
Paternal	Since our father died, my oldest brother has taken on the <u>paternal</u> role in our family.	
Demographic	The city conducted a <u>demographic</u> study of our city's growth to determine our current population.	
Aeronautics	When I go to college, I want to study <u>aeronautics</u> and get my pilot's license.	

5. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Word Parts

Prefixes

Prefix	Meaning	Examples
mis-	Wrong	Misuse, misunderstand, misprint
bi-	Two	Bicycle, biannual, bicentennial
un-	Not	Unhappy, unfair, untangle
il-	Not	Illegal, illegible, illiterate
re-	Again	Replay, replace, rebound
dis-	Not	Disappear, disobey, disappear

Suffixes

Prefix	Meaning	Examples
-er or -or	A person	Teacher, actor, player
-able	Can be done	Portable, climbable, playable
-ness	A condition	Illness, madness, baldness
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Roots

Root	Meaning	Examples
Port	To carry	Portable, export, deport
Meter	Measure	Centimeter, thermometer, barometer
Therm	Heat	Thermometer, thermal, endotherm
Chrono	Time	Chronological, chronograph, chronicle
Part	Portion or part	Partner, partition, partial
Equ	Same or fair	Equal, equality, Equator

Word Part List: Roots

Base	Meaning	Origin	My Examples
aero	air	Greek	
bibl/biblio	book	Greek	
capit/cipit	head	Latin	
dec	ten	Latin	
dem/pleb	people	Greek	
fac/fect/fic/fict/-	to make, to do	Latin	
flect/flex	bend stretch strain	Latin	
fort	chance, luck, strong	Latin	
geo	earth	Greek	
hydr	water	Greek	
init	to begin, enter upon	Latin	
kno/gno	to know	Greek	
loc	place	Latin	
luc/lum/lux	light	Latin	
mar	sea	Latin	
mor/mort	death	Latin	
ord/ordin	to arrange	Latin	
par/pair	arrange, prepare, get	Latin	
curs/curr/corr/co	to run	Latin	
frag/fract	break	Latin	
ject/jet	throw	Latin	
jur/jus/jud	law, right, consider,	Latin	
lat	side, wide	Latin	
lev	to make light, raise, lift	Latin	
mal	bad, badly	Latin	
manu	hand	Latin	
meter/metr	measure	Greek	
mit/mis	to send	Latin	
nym/onym/ono	name	Greek	
pend/pond/pens	to weigh, pay, consider,	Latin	
plex/plic/ply	fold	Latin	
port	to carry	Latin	
pos	to place, put	Latin	
scop/scept/skept	examine, look at or see	Greek	
tang/ting/tact/ti	touch	Latin	
vers/vert	to turn	Latin	
agr	field	Latin	
bon/bene	good or well	Latin	
clin	to lean, lie, bend	Latin	

dors	back	Latin	
ec/eco	environment or house	Greek	
fer	to carry, bear, bring	Latin	
gen	race, family, kind, type	Latin	
hab	to have, hold, dwell	Latin	
mater/matri	mother	Latin	
meg/mega	million, great or large	Greek	
migr	to move, travel	Latin	
milli/kilo	thousand	Latin	
pater/patri	father	Latin	
rog	ask	Latin	
rupt	break, burst	Latin	
sequ/secut	to follow, sequence	Latin	
techn	art, skill	Greek	
term	boundary, limit	Latin	
test	to witness, affirm	Latin	
ven	to come	Latin	
viv/vit	life	Latin	
di/bi/do/duo/dip	two	Latin/Greek	
eff	make	Latin	
gon	Angle	Greek	
non/novem/enn	nine	Latin	
oct/octa/octo	eight	Greek	
op/opt/ops	sight, eye, view	Greek	
penta/quint/quin	five	Greek/Latin	
prim/prin	first	Latin	
psych	mind, soul, spirit	Greek	
pyr	fire	Greek	
quadr/tetra	four	Greek/Latin	
sent/sens	to feel	Latin	
sept/hept	seven	Latin	
hex	six	Latin	
struct	to build, form	Latin	
tri/ter	three	Greek	
uni/mono/sol	one, alone	Latin	
vinc/vict	conquer, win	Latin	
zo	animal	Greek	

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
Erupted	When Mount Vesuvius <u>erupted</u> , the people in the city of Pompeii were unprepared.	
Terminal	A <u>terminal</u> leaf is a leaf that grows out of the end of a branch.	
Paternal	Since our father died, my oldest brother has taken on the <u>paternal</u> role in our family.	
Demographic	The city conducted a <u>demographic</u> study of our city's growth to determine our current population.	

Aeronautics	When I go to college, I want to study <u>aeronautics</u> and get my pilot's license.	
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