The INSTRUCTOR'S MANUAL for

It's NOT Greek to Me!

Expanding English Vocabulary through Greek Morpheme Analysis

A Vocabulary Program Based on over 200 Greek Roots, Prefixes, and Suffixes

Organized and Developed by
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4th Edition, 2021
Ready to Teach, Nashville, TN

This work is dedicated to Mrs. Jonelle Kirk,
English teacher and lifelong influence
of over 5,000 students,
whose passion for vocabulary studies
lives on in these materials.

How to Use These Materials

The materials in this program are designed to allow two choices in teaching this vocabulary program, depending on access to technology.

Materials in the Package

PowerPoint Files on the Flash Drive

Folder	Contents
"Instruction"	A presentation file for each lesson that guides the viewer through each step of inductive instruction for that lesson.

The Instructor's Manual

| Section	Contents
Section 1 Introduction	The background of, introduction to, and suggested lesson plan for Greek Morphemes Lessons (*It's NOT Greek to Me!*), plus a graphic and idea to create an ongoing display/bulletin board.
Section 2 – Lessons & Keys	One page for each lesson with all morphemes, meanings, and words to work, answer keys for the Words to Work in each lesson, and answer keys for the Review matching exercise.
Section 3 Review Activities' Keys and Serial Mystery Story	Answer keys for all review activities, including created words, funny definitions, and crossword puzzles; also a sample of the serial mystery story with words in context.
Section 4 Tests & Keys	A set of tests, one per lesson, plus three multi-lesson and answer keys for each (includes a chart page for calculating grades).
Section 5 Appendix of Morphemes	An alphabetical list of morphemes included in all twelve lessons.
Premade study cards	A set of study cards of all morphemes, ready to be cut apart and used by YOU to help you learn the morphemes along with your son or daughter.

The Student Book

For each of the twelve lessons, there are note-taking pages, words to work, various assignments involving word analysis, word synthesis, context clues composition activities, and review activities, plus an ongoing adventure story (introduction and a one-page "chapter" at the end of each lesson) that uses vocabulary words in context. Color pages to be cut apart and hole punched to make study cards for each of the twelve lessons are found in the back of the book.

Instructional Choices

Depending on the technology available, you may wish to do any of the following:

Computer	Chalkboard/Whiteboard
• Use the "Instruction" PowerPoint files to present the lessons to a small group or entire class. OR • Have a student use the "Instruction" PowerPoint files to work through the lessons independently.	• Gain access to a computer and review the Lesson One "Instruction" file as a guide to learn the instructional inductive method to teach these lessons. • Then use the lesson pages in Section Two as instructor notes in teaching the lesson and writing on the board.
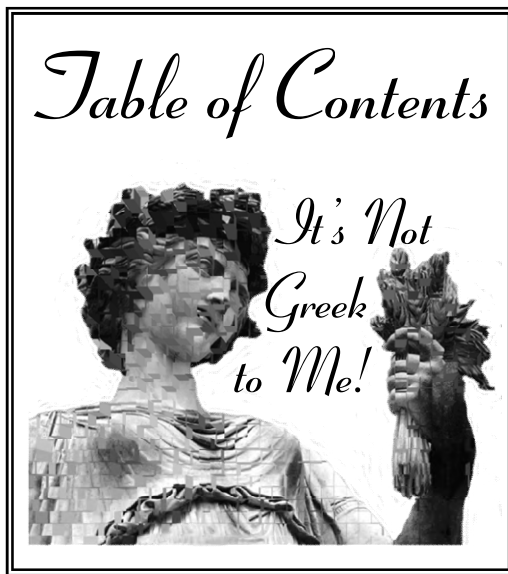
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It's Not Greek to Me!

Section One

Background, Introduction, and Lesson Plan (and a Bulletin Board Idea)

Section 1: Background, Introduction, and Lesson Plan (and a Bulletin Board Idea)

Welcome to an educational experience in vocabulary development with a demonstrated track record for "staying" with students and building both their knowledge of words and their confidence in tackling new ones – as well as developing higher-order thinking skills.

In Section One you will find the following sections:

- ***Greek Morphemes Lesson Background -*** *information on how these lessons came to be developed over 16 years of teaching secondary language arts classes.* Side note: As a classroom teacher, the author typically engaged students in a Greek Morphemes lesson every other week, interspersed with another language arts area such as spelling or thinking skills.

- ***Greek Morphemes – A Theoretical Introduction -*** *an explanation of the linkages between the Greek Morpheme lesson processes and (1) current research on how the mind learns and (2) instructional modalities.* The HPL learning theory cited comes from the National Research Council's publication *How People Learn, Brain, Mind, Experience, and School* (Bransford, Brown & Cocking, 1999). The full text is available on line as a free PDF download at *http://www.nap.edu/html/howpeople1/*.

- ***Greek Morphemes – A Vocabulary Study Lesson Plan -*** *the suggested sequence of lesson activities/processes demonstrated to be effective with over 2,000 secondary students.* These pages provide a step-by-step guide through the instructional process used in each lesson.

- ***Preparing Blanks for Study Cards & the Learning Value of Interaction -*** *information and directions needed to help learners prepare a set of review study cards for each of the 12 lessons* <u>*and*</u> *information about the value of student-student and parent-student interaction.* Students can then use the cards independently for self-review, and for even more learning with a partner for shared review.

- ***Greek Morphemes – Weekly Assignments in the Proverbial Nut Shell –*** *a one-page map of the vocabulary lesson process.* The map reflects a five-day lesson; however, a lesson may be extended for more days if desired by the instructor.

- ***A Bulletin Board Idea for Further Greek Morpheme Exploration –*** *the Greek philosopher graphic and suggested lettering and layout for an ongoing bulletin board.* This activity brings home to learners the use of the Greek morphemes in the written word of their daily world.

Greek Morphemes
Lessons Background

In my sixteen years as a secondary English and science teacher, over 2,000 students
passed through my classes in suburban, inner city, and independent schools.
In each of these schools, I taught students these vocabulary lessons; and the lessons
you see here took shape over the course of the first six years with significant student input.

In my following twenty-five years in postsecondary education, when I encountered former
students, I always inquired, "So, did anything from our class stay with you through the years?"
With few exceptions, the student enthusiastically replied, "Greek Roots!"

When I left the secondary classroom for graduate studies, I was honored that the school
administration where I taught requested that I share the knowledge of how to teach these lessons
with another faculty member before leaving. Yet perhaps the greatest compliment to the staying
power of these lessons is requests for these materials from former students as their own children
entered middle school. When the first one asked me for "those Greek Roots lessons you taught us
in seventh grade so I can teach them to my kids," I went back to the set of purple ditto sheets
that I'd kept out of nostalgia and organized a loose-leaf folder of the lessons.

Ten years ago, Dr. James Stobaugh, author of the AP curriculum *For Such a Time as This*,
asked that I make the program available to homeschooling parents. With feedback
from several homeschooling reviewers, I reorganized the materials into Student and Instructor
volumes. Then two years ago, classroom teachers who use these materials requested both a
second set of lesson tests and the addition of "something using words in context." You'll find a
set of alternate lesson tests and keys available from your account on the Ready to Teach website.
The current edition now includes a serial adventure story of etymology detectives
Soames and Botson (with apologies to Arthur Conan Doyle).

I encourage you to try these materials as outlined in the first section. The combined activities
within this set of lessons teach much more than just "vocabulary." Higher-order thinking skills of
analysis and synthesis, inductive reasoning, oral presentation (to a parent if homeschooled and to
other students is in a classroom), dictionary usage, and reading strategies are all a part of these
lessons. Moreover, I think you and your learners will find them to be just plain "fun."
(And when students have prepared Greek morphemes study cards for each lesson,
there is always something for them to do if they finish work early!)

Best wishes in all of your teaching endeavors!

Alene H. Harris

Greek Morphemes — A Theoretical Introduction

The following lessons were developed over 16 years of English language arts classes. The basic morpheme knowledge came from handwritten notes the author took as a high school junior. When a few years later as a secondary language arts teacher she found vocabulary memorization lessons of the prescribed curriculum had no lasting effect on student knowledge (and bored them into misbehavior), she pulled out her old notes and gave students an option: They could memorize big words with big definitions OR learn small word parts with small definitions and then synthesize that knowledge. They chose the latter, and thus was born the beginning of the Greek Morphemes lessons. The format of the lessons has evolved over the years, incorporating ideas from both teacher and students, to its present form.

Looking back at the finished product, one observes that it is well grounded in current learning theory published in the National Research Council's ***How People Learn: Mind, Brain Experience, and School*** (Bransford, Brown & Cocking, 1999). The lessons involve…

> …a **knowledge-centered** approach in that the lessons scaffold one upon the other and are organized in a way that allows learners to make connections among them.

> …a **learner-centered** approach in that (1) each lesson begins by drawing upon learners' prior knowledge of what they already know about the morphemes, and (2) each word requires that learners use their knowledge to create a definition that they then compare to an accepted dictionary definition.

> … (formative) **assessment-centered** approach in that (1) learners check their own understanding/interpretation/analysis of a word against that of a dictionary and that (2) learners work with the curriculum's "created words" to test their own understanding of the morphemes.

> …**community-centered** approach (when taught in a small-group or whole-class format) in that (1) each lesson provides opportunities for dialogue in (1) figuring out morpheme meanings, (2) sharing context clue sentences, (3) sharing created words, and (4) using study cards with a partner to review.

Looking back at the finished product, one also observes that all modalities are involved in the lessons:

> **Visual**: Learners see the printed word on the board or screen and on their papers; they also read from the dictionary (either online or hard copy). Also, the study cards use various colors to code the lessons.

> **Auditory**: In a class, each lesson begins with discussion of what words learners know that use each morpheme, and ends with verbally sharing created words. In individual study, a student dialogues with an instructor.

> **Tactile/kinesthetic**: Learners write out the words and morphemes, and they make and manipulate study cards.

In summary, the current program incorporates multiple facets of effective instruction.

NOTE: Because research repeatedly demonstrates that our brains learn and remember more with paper-and-pencil writing than with keyboarding, the Greek and Latin Morphemes programs do NOT offer online templates for working words and creating study cards.

Greek Morphemes — A Vocabulary Study Lesson Plan

The following is a program for the study of Greek roots, prefixes, and suffixes. There are twelve lessons. The suggested time is from 14 to 16 weeks, with approximately one lesson per week, and a major review and test after Lesson Six and Lesson Twelve.

Objectives

At the end of this unit, students will be able to…

1. …identify the meanings of specific Greek morphemes.
2. …use the knowledge of specific Greek morpheme meanings to decode words.
3. …use the knowledge of specific Greek morpheme meanings to create words.
4. …use the context clues of synonyms, antonyms, definitions, and examples to help determine word meaning.
5. …use an unabridged dictionary, either online or hard copy.

Lesson Plan for Lesson One

Day One:

1. Begin with slides #1 through #31 of the PowerPoint File *Lesson 1 Instruction*.   Have the learner use the file to work through the morpheme meanings of the given lesson. In this part the learner copies into the student book the meaning(s) of each morpheme as the lesson progresses. (Note that the PowerPoint lesson will reveal each morpheme one at a time, then ask the learner to identify what words he or she **already knows** with that particular morpheme, provide clues to encourage the learner to try to figure out the meaning, and finally give the meaning.)

2. Assignment A: Assign the learner to work the first half of the words for that lesson in the student book. (Note that the PowerPoint file for Lesson One will teach this process in slides #31 and #32, and it is also covered on page 3 in the Student Book.)

A. Write the word.	Sample "worked word"
B. Below it, one per line, write each Greek morpheme recognized and its meaning.	*aphonic*
	a- = *not; without*
C. Using knowledge of the morphemes, write a "possible" definition of the word.	*phon* = *sound*
	-ic = *n. or adj.*
D. Look up and write a "dictionary" definition below the "possible" definition.	*MD: without sound*
NOTE: Students will need access to an unabridged dictionary for a few of the words in each lesson.	*DD: without sound; not pronounced*

Day Two:

3. Check the worked words from the first assignment (see Section 2 for Words Worked Keys).

4. Assignment B: Assign the remaining words to work (slide #34).

Day Three:

5. Check the second set of words worked (see Section 2, Lesson Answer Keys).

6. Now go to slide #35 of *Lesson 1 Instruction* and review how to write the four types of context clues: (1) *definition in context*, (2) *synonym*, (3) *antonym*, and (4) *examples*. (Note that this also covered on the top half of page 6 in the Student Book.)

7. Assignment C (slide #36): Assign the following:

   C-1. Use any selected four to six of the lesson words in sentences, with the context of each sentence providing clues to the meaning; more than one word may be used in a sentence. Include one of each of the four types of context clues.

   C-2. Using morphemes from the given lesson (for future lessons, this can include any morphemes from past lessons as well), create two new words. Write each word, work it through the "My Definition" step, and use the word in a sentence with context clues.

Day Four:

8. Review the results of Assignment C with the learner. As this is a creative exercise, there is no set answer key.

9. Making Study Cards: The learner prepares study cards.   Use the instructions from the PowerPoint slide or the *Student Book* to guide the learner in making the set of study cards. (You will find additional information to you as the parent/teacher on the next page of this manual.) Provide a ring or rubber band to slide through the holes to organize and keep the study cards. **For Lessons Two through Twelve, have the learner to make these study cards on the first day after/as he or she takes the notes.** (Note: There is a printed set for the instructor at the back of this text.)

10. Assignment D: Assign learners to do the review exercises for the lesson, both analyzing and synthesizing the created words and matching these with the funny definitions (slide #37).

Day Five:

11. Go over the review assignments and check the matching exercise (see Section 3 for Review Activities Keys). Allow about 5 minutes of study time with review cards.

12. The Test: Give the lesson test. Each weekly test involves from 25 to 33 morphemes and uses mostly list words with one or two "created words." Encourage the learner to make a partial definition for partial credit if he or she knows any part of the word. Note that if a morpheme appears twice in a test (designated by * on the key), it counts only once. A few words require a definition reflecting the actual meaning of the word (designated by ❖ on the key).

Note: The one-page chapter of the adventure serial story at the end of each lesson may be used in days three or four or five. A one-page introduction to the story prefaces the first chapter.

Preparing Study Cards
and the Learning Value of Interaction

<u>Study Cards.</u>

For each of the 12 lessons, a learner makes a set of study cards, one for each morpheme plus one for the title card. The finished product is held together on a ring or a rubber band looped through the holes, and it is used to review and reinforce learning. Moreover, this visual and tactile/kinesthetic study aid allows a method of self-study that provides for immediate feedback.

Materials Needed: Color pages from the back of the *It's NOT Greek to Me! Student Book*, scissors, a hole punch, and a metal binder ring or rubber band to hold the cards together.

Preparation: Learners cut apart the cards of the designated color page, count out the number needed for the lesson, hole punch each card in the top left corner, and string them together on a ring or rubber band. With 28 cards per page (see pages 113 - 124 of the *It's NOT Greek to Me! Student Book,*), there are more than enough cards for each lesson.

You will find a complete set of prepared study cards in the back of your *It's NOT Greek to Me! Instructor's Manual*. These are for YOU – to help you master the morphemes along with your student(s). Cut them apart, hole punch them, and string them together. These are NOT for a student – the written preparation of the study cards will help the student learn and remember the morphemes far better than a prepared set of study cards.

<u>Student-Student Interaction.</u>

To the classroom teacher: Students working together to accomplish a task build classroom community – one of the four elements required for optimal learning. Providing students opportunities to help one another master morpheme meanings by partnering in flashcard drills, by sharing context clue sentences and guessing the missing words, and by challenging one another with created words all contribute to this important aspect of learning. We learn something best when we teach it to others, and these activities engage the learner in teaching activities with peers.

<u>Student-Parent Interaction.</u>

To the homeschooling parent: An article in the June 2008 *Peabody Reflector*, a publication of Peabody College of Vanderbilt University, highlights research showing that children learn best when they explain what they are learning to their mother. If you are a mother teaching your child or children, optimal learning occurs as they explain their word analyses, share their context clue sentences, and challenge you with their created words.

Your participation in your son's or daughter's learning in this vocabulary program is extremely important. If you are working one-on-one, then the two of you are the "community" referred to on page 4. Engaging your child in dialogue about his or her work in these exercises will increase both immediate mastery and long-term memory of the morphemes in these lessons. Plus, the author predicts you will find it just plain fun!

Greek Morphemes — Weekly Assignments in the Proverbial Nutshell

MONDAY – Day 1		TUESDAY – Day 2		WEDNESDAY – Day 3		THURSDAY – Day 4		FRIDAY – Day 5	
Lesson	Assignment A	Lesson	Assignment B	Lesson	Assignment C-1 & C-2	Lesson	Assignment D	Lesson	Assignment
Learner (1) takes inductive notes from the CD, (2) makes study cards*, and (3) works the first half of the words. * Note: Study cards are made on Day 1 for Lessons 2-12; for Lesson 1 ONLY, the learner waits until the fourth day to make these cards and begin using them in self-review.	A: Learner works the first half of the words.	Check the first half of the words. For multiple learners, allow individuals to present a word on the board or overhead projector and explain their reasoning.	B: Learner works the second half of the words.	Check the second half of the words. For multiple learners, allow individuals to present a word on the board or overhead projector and explain their reasoning.	C-1: Learner creates context clue sentences with any 4 to 6 words. C-2. Learner creates two words, works them through *My Definition* level, <u>and</u> writes a context clue sentence with each.	Learner shares and explains his or her work for C-1 and for C-2 assignments. * See note under Monday. For multiple learners, allow indi-viduals to challenge others to guess their words from the clues and to solve their created words.	D: Learner works the "Created Words" with synthesis and analysis and matches them with the "Funny Definitions."	Review #1: Learner explains analysis and synthesis of "Created Words and checks the "Funny Definitions" matching. Review #2: Learner reviews with study cards. Test: Learner takes the Lesson Test.	None.
		"Greek Morphemes Words Used in Context" may be included in the day of your choice in days 3, 4, and 5.							
15 to 20 minutes		10 to 12 minutes		10 to 12 minutes		12 to 15 minutes		20 to 30 minutes	

* NOTE 1: For Lessons 2-12, provide study card blanks on Day 1 and allow students to begin making them; then assign completion for homework.

**NOTE 2: For Lesson 1, have students make cards on Day 4, allow two extra days for self-study and partner study in class, and then give the test.