

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



## Unit 2 Warm-up

### Days 1 & 2: Word Part Scramble with Cloze

**Put a ✓ after you complete each item:**

1. Take out the word parts and separate the prefixes, suffixes, and middle parts into piles. \_\_\_\_
  2. Read each sentence and try to figure out the word that goes in the blank. \_\_\_\_
  3. Put the words into the sentences, read them to a teacher, and get his/her signature. \_\_\_\_
- a. The storm **re**\_\_\_\_\_ in flooding.  
(3 parts)
- b. It was a long **pro**\_\_\_\_\_ to get new brakes in my car.  
(2 parts)
- c. The doctor had a nice **in**\_\_\_\_\_ because of the many people he saw.  
(2 parts)
- d. I am **re**\_\_\_\_\_ the outfit I picked out; it looks like rain.  
(3 parts)
- e. Winning that bet was **un**\_\_\_\_\_! I did not know my team would win.  
(4 parts)
- f. There are many \_\_\_\_\_ that can stop students from getting good grades.  
(3 parts)

### Days 3 & 4: Implement Decoding Strategy

1. Use the decoding strategy on the following words. As you do, check off each step in the box below.
2. Optional: Use the lines to write word parts if it helps.
3. Read the word list to a teacher.

a. manifested \_\_\_\_\_

b. description \_\_\_\_\_

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c. compelling \_\_\_\_\_

d. officer \_\_\_\_\_

e. supervisor \_\_\_\_\_

f. dentist \_\_\_\_\_

<b>Check ✓ off each step as you do it above:</b>	1. Circle prefixes	2. Circle suffixes	3. Underline vowels	4. Divide word into parts	5. Say each word part	6. Blend the word	7. Read out loud and try different vowel sounds if needed
<b>manifested</b>							
<b>description</b>							
<b>compelling</b>							
<b>officer</b>							
<b>supervisor</b>							
<b>dentist</b>							

**Days 5 & 6: Word Part Scramble**

**Put a ✓ after you complete each item:**

1. Take out the word parts and separate the prefixes, suffixes, and middle parts into piles. \_\_\_\_\_
2. Make the word parts into real words. \_\_\_\_\_
3. Read the word list to a teacher and get her signature. \_\_\_\_\_

**Days 7 & 8: Word Part Scramble with Cloze**

**Put a ✓ after you complete each item:**

1. Take out the word parts and separate the prefixes, suffixes, and middle parts into piles. \_\_\_\_\_
2. Read each sentence and try to figure out the word that goes in the blank. \_\_\_\_\_
3. Put the words into the sentences, read them to a teacher, and get his/her signature. \_\_\_\_\_

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- a. My \_\_\_\_\_ put two fillings in my teeth this week.  
(2 parts)
- b. She looked just like the **de** \_\_\_\_\_ you gave of her.  
(3 parts)
- c. The \_\_\_\_\_ did not look happy when he pulled me over for speeding. (3 parts)
- d. My \_\_\_\_\_ **or** asked me to work an extra shift this week!  
(4 parts)
- e. Her anger \_\_\_\_\_ **ed** by her being rude to kids in her class.  
(4 parts)
- f. I almost believe your strong, **or com** \_\_\_\_\_, excuse for not doing your homework.  
(3 parts)

**Days 9 & 10: Implement decoding strategy**

- 1. Use the decoding strategy on the following words. As you do, check off each step in the box below.
- 2. Optional: Use the lines to write word parts if it helps.
- 3. Read the word list to a teacher.

a. expert	_____	_____	_____	_____	_____
b. condition	_____	_____	_____	_____	_____
c. complex	_____	_____	_____	_____	_____
d. investigator	_____	_____	_____	_____	_____
e. operation	_____	_____	_____	_____	_____
f. discovered	_____	_____	_____	_____	_____

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<b><i>Check ✓off each step as you do it above:</i></b>	1. Circle prefixes	2. Circle suffixes	3. Underline vowels	4. Divide word into parts	5. Say each word part	6. Blend the word	7. Read out loud and try different vowel sounds if needed
<b>expert</b>							
<b>condition</b>							
<b>complex</b>							
<b>investigator</b>							
<b>operation</b>							
<b>discovered</b>							

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## Unit 2 Materials

### Words for Days 1 & 2 Word Part Scramble with Cloze

*Students cut out to manipulate.*

pect	un	in	re	pro
come	es	ed	ed	chall
eng	cess	think	re	ex
ing	sult			

### Words for Days 5 & 6 Word Part Scramble and Days 7 & 8 Word Part Scramble with Cloze

*Students cut out to manipulate.*

tion	scrip	com	off	ing
pell	er	or	ed	ic
man	de	est	dent	sup
if	er	vis	ist	