

Student Name: _____



Unit 5 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. We were _____ at the airport because of the weather.
(3 parts)
- b. The baby is learning to _____ **ate** the blocks.
(4 parts)
- c. The gold _____, or bars of gold, were transported under police escort.
(2 parts)
- d. You did a good job on the _____ of your speech; it was less than five minutes!
(2 parts)
- e. I am not _____ the information because I am not studying!
(3 parts)
- f. The hateful team thought of their opponents with _____.
(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. particles _____

b. reputable _____

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c. communicable _____

d. mockery _____

e. contempt _____

f. abominable _____

Check \checkmark off each step as you do it above:	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
particles							
reputable							
communicable							
mockery							
contempt							
abominable							

Days 5 & 6: Word Part Scramble

Put a \checkmark 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 his/her signature. _____

Days 7 & 8: Word Part Scramble with Cloze

Put a \checkmark 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. He spoke with _____ in his voice.
(2 parts)

b. The weather during our beach vacation was _____, but we still tried to have fun.
(4 parts)

c. _____s of dust are floating in the air.
(4 parts)

d. I'm looking for a _____ plumber who won't overcharge me.
(3 parts)

e. With a look of _____ on his face, Lee made a comment his former boss.
(3 parts)

f. Any disease that can be given to another person is considered _____
_____able.
(4 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. preservation _____

b. rehabilitation _____

c. topically _____

d. miscommunication _____

e. contribution _____

f. imperceptible _____

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<i>Check ✓ off each step as you do it above:</i>	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
preservation							
rehabilitation							
topically							
miscommunication							
contribution							
imperceptible							

Student Name: _____



Unit 5 Materials

Words for Days 1 & 2 Word Part Scramble with Cloze

Students cut out to manipulate.

brev	de	tain	ip	re
u	bull	man	ity	de
ing	tain	ri	ion	sion
ed	late			

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

Students cut out to manipulate.

part	er	le	mock	com
con	ab	tempt	mun	ic
in	ic	y	s	om
able	ut	able	rep	able