

Student Name: _____



Unit 10 Warm-up

Days 1 & 2: 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. substandard _____
- b. regardless _____
- c. predetermined _____
- d. undesirable _____
- e. communal _____
- f. attraction _____

<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
substandard							
regardless							
predetermined							
undesirable							
communal							
attraction							

Student Name: _____



Days 3 & 4: 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 his/her signature. ____

Days 5 & 6: 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. Your performance is **below standard**. On your report card it says:

(4 parts)
- b. I think my grade was **determined before** I even took the test. It was

(5 parts)
- c. That behavior is **not desirable**. It is _____.
(4 parts)
- d. Everyone sits together at this restaurant. We have _____ **al**
tables. (3 parts)
- e. _____ of what you think. I'm going to the party.
(3 parts)
- f. There was a strong _____ **tion** between me and the chocolate
cake! (3 parts)

Days 7 & 8: 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.

Student Name: _____



a. detestable _____

b. remarkable _____

c. neglectful _____

d. disconnected _____

e. subcontractor _____

f. immaculate _____

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
detestable							
remarkable							
neglectful							
disconnected							
subcontractor							
immaculate							

Days 9 & 10: 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. _____

Student Name: _____



Unit 10 Materials

Words for Days 3 & 4 Word Part Scramble and Days 5 & 6 Word Part Scramble with Cloze

Students cut out to manipulate

sub	de	re	mined	gard
pre	un	tion	al	trac
com	mun	able	ter	less
stand	de	ard	at	sir

Words for Days 9 & 10 Word Part Scramble and Unit 11 Days 1 & 2 Word Part Scramble with Cloze

Students cut out to manipulate

lect	ful	mark	able	re
sub	con	able	ed	tract
neg	ate	test	im	mac
de	dis	con	nect	or
ul				