

Student Name: _____



Unit 8 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. I was **not able to reverse** my decision. It was _____.
(4 parts)

b. It is happening right now, or _____ly.
(3 parts)

c. I **recommend** you look for a job. That is my _____.
(5 parts)

d. Do not be **full of resentment**. People will call you _____.
(3 parts)

e. He **contributes** to the paper all the time. He is a regular _____.
(4 parts)

f. Water is my preferred _____age.
(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. embody _____ _____ _____ _____ _____

b. opportunity _____ _____ _____ _____ _____

c. integrity _____ _____ _____ _____ _____

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d. acquaintance _____

e. illicitly _____

f. irrefutable _____

Check ✓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
embody							
opportunity							
integrity							
acquaintance							
illicitly							
irrefutable							

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 his/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. _____

a. I want to **em** _____ the spirit of Justin Bieber, so I dress like him.
(3 parts)

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b. I dumped my boyfriend because he **il**_____ used drugs.
(4 parts)

c. The police arrested him after they obtained _____ **able** proof.
(4 parts)

d. I wouldn't consider her a friend; she's an _____ **ance**.
(3 parts)

e. I did not cheat on the test even though I had an _____ **ity** to do so.
(4 parts)

I have too much _____ **ity**.
(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. patronage _____

b. abstinence _____

c. unaffordable _____

d. empathy _____

e. traveler _____

f. enhanced _____

<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
patronage							

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abstinence							
unaffordable							
empathy							
traveler							
enhanced							

Unit 8 Materials

Words for Days 1 & 2 Word Part Scramble with Cloze

Students cut out to manipulate.

age	re	tion	bev	re
er	ir	com	mend	con
trib	or	ible	ful	re
ut	ly	sent	vers	a
pre				

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

Students cut out to manipulate.

y	quaint	rity	il	ac
lic	in	it	teg	ance
bod	ly	ir	fut	able
re	ity	tun	por	op
em				