

Student Name: _____



Unit 6 Warm-up

Days 1 & 2: 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 3 & 4: 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. Are you giving anything to the homeless shelter, or making a
_____ **tion**?

(4 parts)

b. If someone doesn't understand your text it could be called a
mis_____ **tion**.

(6 parts)

c. One place where people go to get better is a
re_____ **tion** center.

(6 parts)

d. During finals I need to take care of myself: eat well, sleep, and exercise. I am
thinking of self **pre**_____ **tion**.

(4 parts)

e. When I had the headphones over my ears, the noise outside was
_____.

(4 parts)

f. Apply the ointment _____ **ly** after washing your skin.

(4 parts)

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Days 5 & 6: 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. unfortunately _____

b. inadvertently _____

c. eminently _____

d. shielding _____

e. amendment _____

f. descendant _____

<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
unfortunately							
inadvertently							
eminently							
shielding							
amendment							
descendant							

Days 7 & 8: 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. _____

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2. Make the word parts into real words. ____
3. Read the word list to a teacher and get his/her signature. ____

Days 9 & 10: 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. _____ **ly**, I didn't read the directions before I started. (5 parts)
- b. She will be speechless when she sees that I **in** _____ **ly** spelled my name wrong. (5 parts)
- c. The trip was **em** _____ successful. (4 parts)
- d. My hat is _____ my face from the sun. (3 parts)
- e. Shawn claims that he is a direct **de** _____ of Abraham Lincoln. (3 parts)
- f. When the 2nd _____ was added to the Constitution, it granted Americans the right to bear arms. (3 parts)

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Unit 6 Materials

Words for Days 1 & 2 Word Part Scramble and Days 3 & 4 Word Part Scramble with Cloze

Students cut out to manipulate.

serv	pre	tion	top	re
a	mun	com	hab	ic
tion	ic	il	ly	mis
tion	a	it	al	a
tion	cept	im	per	ible
con	trib	a		

Words for Days 7 & 8 Word Part Scramble and Days 9 & 10 Word Part Scramble with Cloze

Students cut out to manipulate.

shield	un	ent	vert	de
end	am	em	for	tun
ent	scend	ant	ly	ing
ly	in	ate	ly	ment
ad	in			