

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



## Unit 11 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 strongly dislike broccoli. To me it is **de**\_\_\_\_\_.  
(3 parts)

b. It is amazing, or \_\_\_\_\_ **able** how much you look like Selena Gomez.  
(3 parts)

c. To not feed your cat is \_\_\_\_\_ **ful**.  
(3 parts)

d. The computer isn't working because the power cord is \_\_\_\_\_.  
(4 parts)

e. I keep my room very clean, everything is in the right place. It is **im**\_\_\_\_\_.  
(4 parts)

f. He was **employed by my contractor**. He was the \_\_\_\_\_.  
(4 parts)

### Days 3 & 4: Implement Decoding Strategy in Context

**Use the decoding strategy on the underlined words in each sentence.**

1. Read the sentences to a teacher for credit- no guessing!
2. Full Credit- 0 errors    Half Credit- 1 error    No Credit- 1 < error

a. The temperature is decreasing; wear a jacket.

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- b. The teacher was **disagreeable**; she said no all the time.
- c. You should **recommit** to doing well in school.
- d. I want to enter a contest, but the **submission** deadline has passed.
- e. **Unrelatedly**, I wanted to ask you: where did you get your shoes?
- f. It is **improbable** that he will make it on time.

**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. She did the opposite of what I said. She was very \_\_\_\_\_.  
(4 parts)

b. It is not likely, or in other words it is \_\_\_\_\_, that you will win the lottery. (3 parts)

c. My girlfriend wants me to \_\_\_\_\_ to our relationship. (3 parts)

d. After the cops cornered him, he put his hands up in \_\_\_\_\_.  
(3 parts)

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e. \_\_\_\_\_, you look great! Is your weight  
(5 parts)

\_\_\_\_\_?  
(3 parts)

**Days 9 & 10: Implement Decoding Strategy in Context**

**Use the decoding strategy on the underlined words in each sentence.**

1. Read the sentences to a teacher for credit- no guessing!
2. Full Credit- 0 errors    Half Credit- 1 error    No Credit- 1 < error

- a. Be sure to **complete** your work **accurately**, so you get a good grade.
- b. We might need to make some **adjustments** to the schedule.
- c. The **circumstances** have changed. He wants to break up.
- d. Did you **deliberately** paint the house green, or was it **accidental**?
- e. There was a **disturbance** in the parking lot, and **security** was called.

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**Unit 11 Materials**

**Words for 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				

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

*Students cut out to manipulate.*

creas	mis	un	ing	de
sion	dis	re	able	gree
ed	im	mit	re	lat
able	sub	com	ly	prob