

Developmental Series Sample

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

Knowledge and Skills Statement

(7.6) Reading/word identification: The student uses a variety of word recognition strategies.

Student Expectation

(B) The student is expected to use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes.

ACTIVITY

Greco-Roman Wordplay

Materials

For each group of 3 students:

Greco-Roman Wordplay game board

Greco-Roman Wordplay game cards

Die

Dictionary

Pen and paper

Game tokens (beans, coins, buttons, etc.)—3



Procedure

Discuss Greek and Latin roots and affixes as a class, and tell students they will play a game using their knowledge of Greek and Latin roots and affixes. Remind students that the root is the foundation of a word and that it contains the word's basic meaning. An affix is added to the beginning of a root (as a prefix) or end (as a suffix) to change the root's meaning or how it is used in a sentence.

On the board, list and define the roots and affixes found on the *Greco-Roman Wordplay* game cards. Ask students to name words that contain each root or affix, and write the students' words on the board. Define each word and discuss how each word's root or affix affects its definition. Point out how some roots and affixes might change form slightly when combined into words. For example, *centi* is shortened when the words *century* and *centennial* are formed, but it still conveys the meaning of "hundred." Ask students to use the words in sentences. Erase the board before beginning the game.

Divide students into groups of three, and distribute the *Greco-Roman Wordplay* game board and game cards. Students shuffle the cards and stack them face down (blank side up) on or near the board. Players position their game tokens on



the space marked "START" and roll the die to decide who goes first. The game begins with Player A's rolling the die and moving his or her token the appropriate number of spaces.

If Player A lands on a blank space, Player B draws a game card for Player A to answer. There are two types of game cards. If a "use card" is drawn, Player A must say two words containing the card's root or affix and write the words on paper. Each use card lists at least two possible answers, but players are not limited to these answers. Students can consult a dictionary to settle disputes over alternate answers; having the words written down will help players stay organized. In addition to use cards, there are "define cards." If a define card is drawn, Player A must define the card's root or affix; for example, "*Terra* means Earth." In either case, Player A must answer a card correctly to remain on the space (s)he moved to. If Player A cannot answer the card correctly, (s)he returns to his or her previous space, in this case to "START." (A rolled die should not be moved until a turn is over so that players know exactly how many spaces to move back if necessary.)

Note: Some cards have more than one root or affix listed (e.g., "vid" and "vis"). These should be considered variations of the same basic root or affix, and students are free to use either one or both of them in their answers.

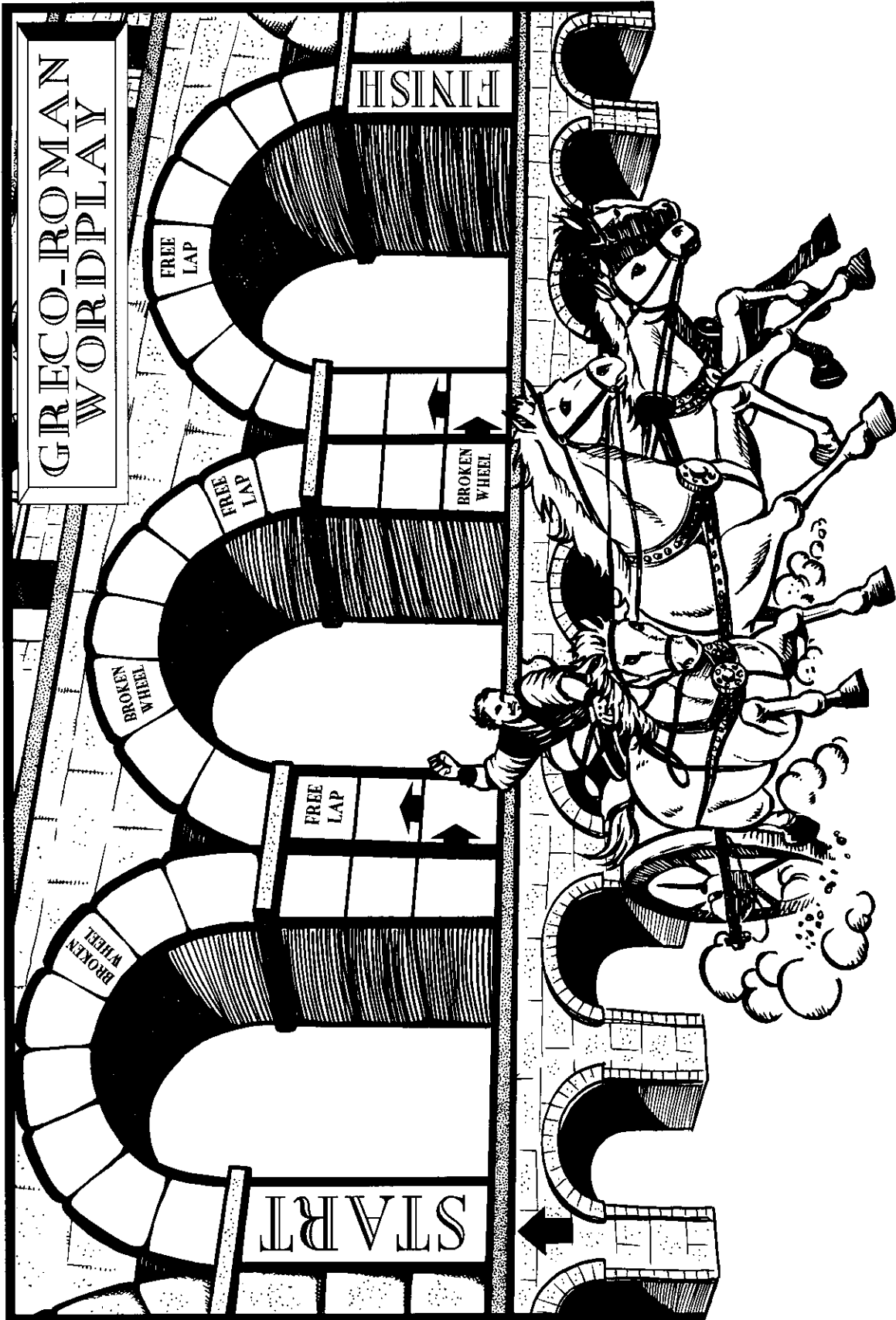
In addition to blank spaces, the game board contains "FREE LAP" and "BROKEN WHEEL" spaces. If Player A lands on a "FREE LAP" space, (s)he remains on that space without answering a card. This is a free space. If Player A lands on a "BROKEN WHEEL" space, Player B draws a card just as (s)he would normally. However, that card now acts as both a use and define card. That is, Player A must both define the game card's root or affix and say two words containing the root or affix in order to remain on the space.

Player A's turn is over after (s)he has attempted to answer a card or after (s)he has landed on a "FREE LAP" space. After Player A has attempted to answer a card, Player B discards that game card and rolls the die to take his or her turn. Player C then draws a card to read to Player B. The game continues in this manner with players alternating roles. If players run out of cards before anyone reaches the space marked "FINISH," the discard pile can be shuffled and reused. The first player to reach the space marked "FINISH" wins.

Enrichment

Students search for sentences containing Greek or Latin roots and affixes in their textbooks and/or in newspapers and magazines. Students copy the sentences, underlining the Greek or Latin root(s) or affix(es) in them. Students then present their list to the class and define the Greek and Latin roots they have found.





GRECO-ROMAN
WORDPLAY

FINISH

FREE
LAP

FREE
LAP

BROKEN
WHEEL

BROKEN
WHEEL

FREE
LAP

BROKEN
WHEEL

START

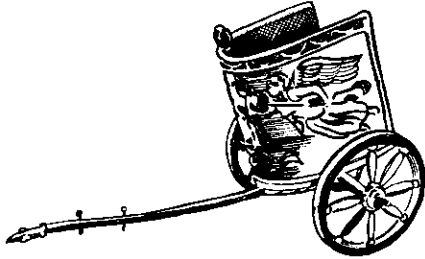


Greco-Roman Wordplay

(1st 6 of 72 cards)

define: scrib, script

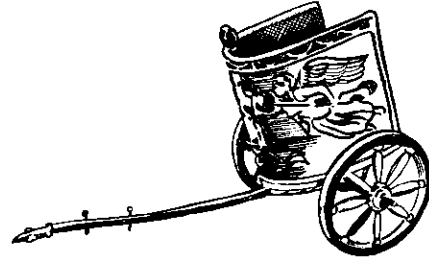
write



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use: scrib, script

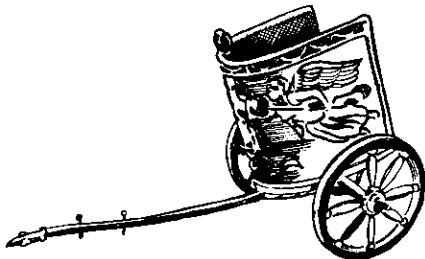
manuscript,
scripture, scribe,
scribble



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define: terra

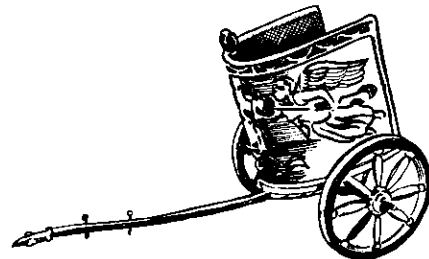
Earth, land



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use: terra

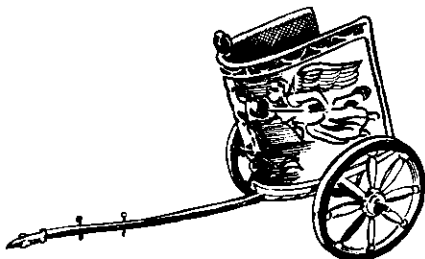
terrace, terrain, terrarium,
extraterrestrial



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define: gram, graph

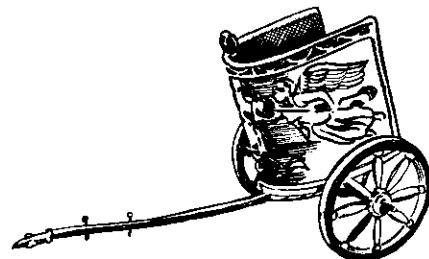
write



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use: gram, graph

grammar, diagram,
autograph, telegraph



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Read the selection. As you read, pay close attention to the underlined words.

Field Orders

My notes about
what I am reading

EARTH PROTECTION FORCE TOP SECRET

TO: Special Agent 493-HJM
FROM: Orion Branch, EPF Headquarters
DATE: 35 Lune 2714
RE: Field Orders

Special Agent 493-HJM:

- 1 As of today's date at 14:00, your mission has already started.

- 2 We are proud to notify you that while you slept in your suspension chamber, military doctors injected your body with a strain of alien DNA. During this mission, you will retain your thoughts, but your body will gradually change to resemble that of our greatest enemy, *Mothicanus horrificus*, the dreaded moth-people of planet Insectar. In twenty-five weeks, you will have changed into a three-ton flying alien moth-man.

- 3 Earth Protection Force doctors studied your chromosomes and tiny samples of your body tissue using advanced, ultra-powerful microscopes.



According to their findings, you are the only agent whose genetic structure would accept the alien DNA, making you the only person who can save Earth from the coming invasion of the alien moth-people. The Earth Protection Force normally asks for cooperation in these types of missions, but since you are the only chance we have for success, your consent has been bypassed.

- 4 Do not attempt to fight the transformation; there is nothing you can do to stop the process. These orders will outline your mission objectives as you pass from human to egg, from egg to larva, from larva to pupa, and from pupa to adult.
- 5 In four hours, you will slip into a comatose state. Your sweat glands will excrete a silky substance that will harden, surrounding and protecting you while the first stage of the metamorphosis takes place. Since you have been infused with alien DNA, you will begin your life anew as the egg of an alien moth.
- 6 Life-scan forecasts suggest that at this stage you will feel as if you were floating in a tranquil lake, comfortable and peaceful. When we have indication that this egg state has been fully reached, we will transport you to Insectar. After this long journey, you will be abandoned on the planet's surface. We have been studying Insectar for years by using a radio telemeter found on board our SkySpy space probe. As a result, we know the temperatures, force of gravity, and air pressure on Insectar are almost identical to ours here on Earth. It should feel just like home.
- 7 On Insectar, you will be picked up by scouts from the moth hive. You will look like any other egg, so they will adopt you as one of their own. They will keep you safe until your internal growth is complete and you are prepared to hatch as a larva.
- 8 Once you can move your hundreds of legs, you will be ready to hatch. You have to do this quickly, since you will be defenseless until you are



completely free of the shell. Forcing your way out of the egg will feel like being crushed by a small automobile. Ignore the pain, and do everything you can to escape, since getting stuck can cause extensive damage to your soft body.

9 When you have escaped the egg, you will be a fully functioning larva. At this stage of development, you have only one mission: consume as much as possible. The only food available on Insectar is a leafy substance called muckweed, which our research suggests tastes exactly like rotten spinach. You will need to eat four to five pounds of this substance every day for four months. During this stage, you will need to grow to an enormous size. You will have to be big enough to fight off the colony's strongest soldiers, but there will be more on that later. Just remember one thing—do not stop eating, no matter what.

10 As you eat, you will begin to feel cramped. The exoskeleton you will live inside offers great protection; it is waterproof and radiation resistant. However, its drawback is that it cannot grow with you. As you get larger, you will outgrow your exoskeleton and have to molt periodically. The shell should split across the back as you get bigger. Shortly after molting for the third time, you must dig deeply into the Insectar mud.

11 Buried in the thick mud, you will enter the pupa stage, in which your only objective is to sleep. As you sleep in the ground, your body will become covered with a thick cocoon. Your long, wormlike body will shorten, all but ten of your legs will disappear, and wings will sprout from your back. Your eyes will grow out from their sockets, attached to long stalks. Your sense of hearing and smell will increase tenfold, so that you will smell a flower two miles away and hear raindrops falling through air. These changes are important. You will become aware of a strong scent even before you leave your cocoon. Concentrating on that smell is vital if you are to successfully complete your mission.



- 12 Once your changes are complete, you will again have to free yourself. Using your legs and wings, you will separate yourself from your cocoon, dig back to the surface, and start the assault on the hive. As an adult alien moth-man, your objective will be to find the queen of the colony and kidnap her. The strong scent you detected while in your cocoon is that of the queen. Follow that odor to track her to her lair.
- 13 Our scientists have slightly modified the alien DNA we injected into your body. As a result, your eating habits, metabolism, and larval stage duration should make your adult size and strength superior to the other moths'. If you ate enough food during your larval stage, you should be four times larger than the other moth people, including the well-trained royal guards.
- 14 Under shadow of night, trace the queen's odor to her secret lair. When you find it, you will have to wrestle past her guards to enter her chamber. Based on their research, our zoologists suspect that the *M. horrificus* queen is rather small and weak. This would explain why she needs such heavy protection. Hope that they are correct.
- 15 Once you have captured the extraterrestrial moth queen, you will fly with her to the hidden EPF evacuation shuttle. You will be able to find it by following the ultrasonic noise it will transmit, which your moth ears should be able to detect, even above the screeching sound of the moth people's alarms. We will then transport you and the queen back to Earth. Without their queen, the moth people's colony will be doomed. They will have no idea what to do and will eventually die out or migrate to a different solar system in search of a new queen.
- 16 When you return, we will begin the process of changing you back to something resembling your previous state. This technology has not been perfected, though, and the process may take decades to complete.



- 17 As you finish reading this, your eyes should be growing heavy, and your skin should start to feel cold. Do not panic. Before you know it, you will be eating pounds of muckweed on an alien planet, surrounded by thousands of giant screeching moth people.

My notes about
what I am reading

Respectfully,
Gen. Ablotimar Ruxnington
General Ablotimar Ruxnington
Earth Protection Force

- 18 Postscript: We suggest you spend these last few hours thinking neuro-mail to your family and friends.

(Question 1 of 6)

- 1 The word microscopes in paragraph 3 comes from Greek. What does the word microscope mean?
- A a living thing that is very small
 - B an instrument used to look at very small things
 - C a device for studying outer space
 - D a mechanism used to see around objects

