

Greek Prefixes in Science

Purpose

Students will learn to recognize Greek word parts in their science textbooks.

Materials

For the teacher: chalk, chalkboard, poster material, examples of prefixes and of words containing prefixes

For the students: copies of Black Line Master (BLM) *Greek Prefixes in Science*, life sciences textbook

Activity

A. Pre-Activity Discussion

1. Discuss with students the influence of Greek words on our language.
2. Point out that this influence is particularly notable in scientific and technical writing.
3. Explain that this activity will focus on *prefixes*, which occur at the beginning of words.
4. Give some examples of prefixes and of words containing prefixes. Define the words for the class.

B. Discover Greek Prefixes

1. Pass out the BLM *Greek Prefixes in Science*.
2. Read to the class the four Greek prefixes on the BLM. Tell students they will be searching for the prefix meanings.
3. Divide students into groups of two. Have student groups search through their science textbooks to find examples of words beginning with each of the four prefixes. Encourage them to start their searches in the index of their textbooks.
4. Have students look up the definitions of three words they found by looking within the body of their textbooks. (If students need another resource, have them use dictionaries to find more words and definitions.)
5. Discuss students' responses.
6. Write the words that students found for each prefix on the chalkboard or have them create a class poster with all four prefixes written at the top and their sample words with definitions below.

(continued)

connecting across the curriculum



Science

Have students look through the textbook index for other examples of prefixes, such as *auto*, *bio*, and *para* and guess their meanings.

MEETING INDIVIDUAL NEEDS



Have students who need a challenge identify words that use Greek roots or suffixes (for this activity, they will have to search the index more thoroughly). Try using *pod* (as in arthropod, cephalopod, gastropod, pseudopod).

Standards Link 7.2.1

Activity (continued)

7. Looking over the lists of words, ask students to guess at the meaning of the prefix itself. Have students guess until they come up with an appropriate definition for each.
8. Write the definition of each prefix on the board or on the poster. Have students write the definition on the BLM.

C. Close the Activity

Discuss with students why it might be useful to be familiar with Greek word parts. Ask how this knowledge might help them when they encounter unfamiliar words.

Classroom Assessment

Basic Concepts and Processes

When you are finished with the activities, assess students' knowledge by asking the following questions:



What is a *prefix*?



What is the meaning of the prefix *anti*?



How can you use knowledge of prefixes to guess at the meanings of words?

Name: _____

GREEK PREFIXES IN SCIENCE

Directions: Search your science textbook index to find examples of words using each of the following prefixes. Look in the book to find the meaning of each word.

ANTI: _____
Word: _____
Meaning: _____

Word: _____
Meaning: _____

ENDO: _____
Word: _____
Meaning: _____

Word: _____
Meaning: _____

EPI: _____
Word: _____
Meaning: _____

Word: _____
Meaning: _____

MICRO: _____
Word: _____
Meaning: _____

Word: _____
Meaning: _____

