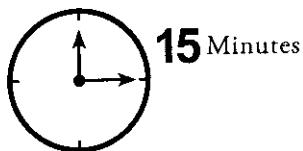


VAL means strength, worth, health

LESSON TIME



OBJECTIVES

- Understand the meaning of the root VAL
- Build words in the VAL family
- Understand the meaning of words in the VAL family
- Understand the spelling principles applied to the root VAL

MATERIALS

- Student Activity Book
- VAL Word Wall
- Dictionary (print or on-line)

DIFFERENTIATING INSTRUCTION

If you prefer easier or more difficult activities, use your personal account at www.dynamicliteracy.com to access novice or expert versions, along with ideas on using them.

Root Squares for VAL

TEACH Have students turn to page 21 in their Activity Books. Say, "Two new affixes appear here, so let's focus first on the suffix **-id** and the Combining Form **equi**." Refer to the Mini-Lessons on the next page as needed.

Call attention to the center box. Point out that the root **VAL** has several different spellings, called *allomorphs*. Ask students to decide if any of the forms they see in the middle square can stand alone as a word. They may see that *value* is a word, and you can use that word to guide them to the meaning *strength, worth, or health*. When we estimate the *worth* of something, we put a *value* on it. Students can start their word list with the word *value*. Then suggest

that students continue with **v** then add **-id**, meaning *resembling* or *having the quality of*, onto the **equi** to build *valid*.

COMPLETE THE ACTIVITY
Have students follow the directions to build words. If they have difficulty building words with the Root Squares, show them how to model the matrix approach found on the next page, taking one affix at a time and seeing if it connects with any one of the allomorphs of the root.

DISCUSS After five minutes have volunteers write some of the words on the board. Focus the class on the words they have written and guide them in a discussion about how the meaning of the root *strength, worth, or health*, even when prefixes and suffixes are added, can help them understand the word. Watch for target words that can easily demonstrate the meaning.

strength, worth, or health. If a word *deviate* is not present in the class, "anyone try to use the prefix *de-* and then connect on to the root word *discuss* on the next

Root Squares

How many words can you make?

Start in any square. Your goal is to combine two or more word parts to make as many words in the 'val, vall, vale, vall, valu, value' family as you can. Write each word and a definition you can think of for it in the space provided at the bottom of the page. Use the back of the page if you need to.

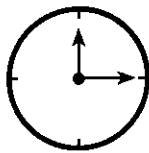
de	ent	e
ate	val, vall, vale, vall, valu, value	id
in	ion	equi

SAB Pg 21



VAL means strength, worth, health

LESSON TIME



15 Minutes

OBJECTIVES

- Understand the meaning of the root VAL
- Break Apart words in the VAL family
- Understand the meanings of words in the VAL family

MATERIALS

- Student Activity Book
- VAL Word Wall
- Dictionary (print or on-line)

DIFFERENTIATING INSTRUCTION

If you prefer easier or more difficult activities, use your personal account at www.dynamicliteracy.com to access novice or expert versions, along with ideas on using them.

Break Apart Words with VAL

TEACH Have students turn to the Magic Squares on page 22 in their Student Activity Books. Model a Think-Aloud strategy for students: "I know that VAL and the various spellings of this root mean *strength, worth, health*. I can use this knowledge to find the definition of a word with this as its root." Direct students to word G, *valueless*. Say, "I know that the suffix *-less* means *without, not having*. Definition #10 is the only one with the idea of *without* in its definition: *without worth*. Since *worth* is one of the meanings of the root VAL, we'll write the number 10 in square G.

COMPLETE THE ACTIVITY

Ask students to use the same strategy to find the correct

definitions for the other words. Tell them to write the number of the definition in the box that matches the letter for the word. Remind them that if all their answers are correct, each row and each column will add up to the same Magic number.

DISCUSS After five minutes, ask if there are any difficulties about matching the words and definitions. If there are, ask volunteers to explain clues in the definitions that will lead to the correct choice of word. As needed, follow the focus word approach for *ambivalent* that you see modeled on the next page.

Add any new words to the classroom VAL Word Wall and remind students to add these words to the VAL Word Wall in their Activity Books



Magic Squares

Select the best answer for each of the words in the 'val, vali, vale, vail, valu, value' family from the numbered definitions. Put the number in the proper space in the Magic Square box. If the total of the numbers is the same both across and down, you have found the magic number!

'val, vali, vale, vail, valu, value' means strength, worth, health

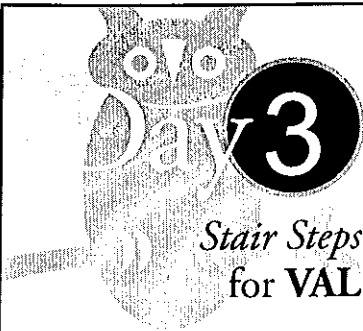
- | | |
|--|---|
| <p>WORDS</p> <p>A. equivalent
B. evaluating
C. validated
D. devalued
E. invalidly
F. valiant
G. valueless
H. ambivalent
I. unavailability</p> | <p>DEFINITIONS</p> <p>1. quality of being thoroughly strongest; quality of dominance
2. having the same worth or strength
3. lack of readiness to be of use or worth to
4. in a manner not having worth or strength
5. strong or worthy for both; having opposite feelings or attitudes
6. took worth away from
7. declared that something has worth
8. possessing strength; brave and bold
9. assessing the worth of; giving a grade to
10. without worth</p> |
|--|---|

Magic Square Box

A.	B.	C.
2	9	7
D.	E.	F.
6	4	8
G.	H.	I.
10	5	3

Magic Number 18

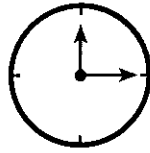
*** ANSWER KEY ***



Stair Steps
for VAL

VAL means
strength, worth, health

LESSON TIME



15 Minutes

OBJECTIVES

- Understand the meaning of the root VAL
- Apply knowledge of the root VAL
- Break Apart words in the VAL family
- Understand the meaning of words in the VAL family
- Understand the spelling principles applied to the root VAL

MATERIALS

- Student Activity Book
- VAL Word Wall

DIFFERENTIATING INSTRUCTION

If you prefer easier or more difficult activities, use your personal account at www.dynamicliteracy.com to access novice or expert versions, along with ideas on using them.

Apply Knowledge of VAL

TEACH Have students turn to page 23 in their Student Activity Books. Explain that the boxes in front of and after the root indicate letters that spell out prefixes and suffixes. Students will spell out the correct prefixes and suffixes determined by clues in the definitions at the bottom of the page.

Have a volunteer read definition number three at the bottom of the page. Say, "The idea of *manner* and *way* would suggest the suffix **-ly** to create an adverb. The idea of *having and being* lead to the suffix **-id** following

the root, so that we build the word **VALIDLY** on stair step number three."

COMPLETE THE ACTIVITY

Let students work in pairs (optionally) and tell them to use the same strategy to find the correct prefixes and suffixes for the words listed. These activities can be quite challenging!

DISCUSS After a few minutes review the answers as a class. Ask if there were any difficulties. Listen to any problems and have volunteers solve the difficulties by explaining key clues in the given definitions. As needed, follow the focus word approach that you see modeled on the next page.

Stair Steps

Fill in the missing letters of each 'val, vali, vale, vail, valu, value' word by using the definitions below. 'val, vali, vale, vail, valu, value' means to place or put.

SAB
Pg 23

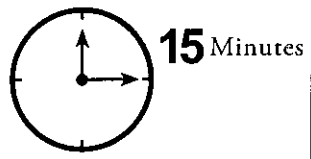
1.	v	a	l	i	d							
2.	v	a	l	u	e	s						
3.	v	a	l	i	d	l	y					
4.	i	n	v	a	l	i	d	s				
5.	d	e	v	a	l	u	i	n	g			
6.	v	a	l	i	d	a	t	i	n	g		
7.	e	v	a	l	u	a	t	i	o	n	s	
8.	e	q	u	i	v	a	l	e	n	t	l	y

1. strong and worthy; legitimate and creditable
2. worthwhile things; ethics, morals, or beliefs of emotional investments
3. in a manner having worth; in a way being legitimate
4. people lacking strength; people weak as a result of illness or injury
5. taking worth away from
6. declaring that something has worth
7. assessments of worth; acts of giving grades to
8. in a manner having the same worth or strength

1000
Day 4
 In Other Words
 for VAL

VAL means
 strength, worth, health

LESSON TIME



OBJECTIVES

- **Understand** the meaning of the root **VAL**
- **Reinforce** knowledge of the root **VAL**
- **Understand** the meaning of words in the **VAL** family
- **Apply** knowledge of words in the **VAL** family

MATERIALS

- Student Activity Book
- VAL Word Wall
- Dictionary
 (print or on-line)

**In Other Words
 for VAL**

TEACH Have students turn to page 24 in their Student Activity Books. Explain that they are going to read a little story that uses some surprising and sometimes odd phrasing. The underlined words or phrases in the story are actually definitions or synonyms for words in the **VAL** family. Then they will see sentences about the story, each containing a blank. Using context clues in the sentences, they will find a **VAL** family word in the Word Bank at the bottom to fit in each blank. Have a student read aloud the opening sentence or sentences of the story that contain the first underlined phrase. Then say, "Let's look at the first numbered sentence that contains a

blank to be filled in. Clues in the sentence tell us that we want an action word, a verb that means *check out the worth of*, and that this activity is happening in regard to a new restaurant. I see the word *evaluating* at the bottom of the page and that word fits all the clues. Let's write *evaluating* in the blank for the first sentence."

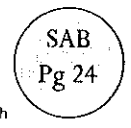
COMPLETE THE ACTIVITY

This can be quite challenging, so allow students to work on this activity in small groups. Not every word in the Word Bank will be used.

DISCUSS

After about 10 minutes, ask if there were any difficulties. Have volunteers explain strategies they used that led to correct answers.

In Other Words...



A Bad Start but a Good Finish

Gore Mandizer, the famous food editor, wanted to check out the worth of the new restaurant in town. Because the restaurant advertised that a second dinner of the same worth as the first would be half price, Gore took along his friend Eppie Cureau. The restaurant's host and owner didn't recognize the critic and said there were no tables ready to be of use or worth to them, but Gore hinted strongly that if the owner considered his business worthy, he should find them a place to sit. The owner got the hint and led Gore and Eppie to a table and gave them menus that were stained with food. Gore and Eppie, thinking that both to leave and to stay were strong choices, decided to give it a try. The rest of the experience was so good that Gore in a strong manner tried not to let them know who he was. The good food and service took away the worth of the original unpleasantness and they both thought it a worthwhile experience. Gore and Eppie then had their parking permit made worthy and left.

Fill in the blanks below using words from the "val, vali, vale, vail, valu, value" family.

1. Gore and Eppie were evaluating the new restaurant.
2. The prices of the two dinners were exactly equivalent.
3. Fortunately a table became available for Gore and Eppie.
4. The owner valued his business and his customers.
5. The customers were ambivalent about whether to stay or leave.
6. The food critic valiantly kept his identity hidden.
7. The quality of the rest of the evening invalidated the original bad impressions.
8. Overall, the restaurant visit was a valuable experience.
9. The parking permit was validated for customers.

Not Used: prevailed valor invalidity