**OBJECTIVES**

- **Understand** the meaning of the root **FORM**
- **Build** words in the root **FORM** family
- **Break Apart** words in the root **FORM** family
- **Understand** the meaning of words in the **FORM** family
- **Understand** the spelling principles applied to the root **FORM**
- **Apply** knowledge of words in the **FORM** family
- **Assess** and **Reinforce** knowledge of words in the **FORM** family

**MATERIALS**

- Student Activity Books, pages 3-6
- Dictionary *(print or on-line)*
- Modeling clay *(optional)*

**CROSS-CURRICULAR EXAMPLES OF FORM**

Science:
formation, formula, oviform, transform, variform, uniformly

Social Studies:
reform, reformation, formality, reformer, counterreformation

Language Arts:
formal, format, informative

Math:
information, formula, inform

**FORM**
meaning “shape, appearance, or arrangement”

**reform**
to give another shape to

**uniform**
having one appearance

**formula**
a small arrangement

Morpheme: **FORM**
Allomorphs: none

Nearly 500 words containing the morpheme **FORM** are current in English. During this unit, have students keep on the lookout for this root during their school day and in general conversation. Some of the words they might encounter in their school subjects are given on the left.
The root FORM is the Latin version of the Greek root morph. Both roots mean “shape, appearance, or arrangement,” but Latin reversed the first and last consonant sounds of the Greek. (Such a switch is an occasional language phenomenon called metathesis.) Students may know of Mighty Morphin Power Rangers, Animorphs, or the X-Men character Morph, and they will know that all these have the ability to change shape or appearance.

Shapes or forms that have meaning within words are called morphemes. Mastery of a few hundred of these pieces opens the door to understanding thousands of words, even if they have never been seen before. Sometimes morphemes occur with different spellings, called allomorphs (“other forms”), but they still all have the same meanings. You will see more about this in the next lesson.

The word formula is a Latin word used in English, having two suffixes, -ul and -a, a Latin noun-marker. The word means “a little shape or arrangement.” We discover the same two suffixes together, -ula, in the name of a scary character whose name means “little Dragon.” Can your students figure out who that is? (Dracula).

WORD WALL

Every day, provide time for students to write words that they have built or found using the current root, or morpheme, in their personal Word Wall, found in the Student Activity Book with each new root. Encourage students to add words to their personal Word Walls throughout the year. Some teachers also keep versions of the Word Walls hanging in the classroom, depending on space and décor, and invite students continually to add pertinent words as they are found.

Word Alert! There are a few words that have the letters F-O-R-M in them and that seem to be in this root family, but they derive from other roots.

<table>
<thead>
<tr>
<th>Words</th>
<th>Where they come from</th>
</tr>
</thead>
<tbody>
<tr>
<td>former, formerly</td>
<td>from an Old English root family related to fore and front</td>
</tr>
<tr>
<td>formaldehyde</td>
<td>from a Latin word meaning ant</td>
</tr>
<tr>
<td>Formica (trade name)</td>
<td>from formerly + a Latin word meaning grainy rock (mica)</td>
</tr>
<tr>
<td>formidable</td>
<td>from a Latin word meaning fearsome (causing something to become stiff or firm with fright)</td>
</tr>
<tr>
<td>perform</td>
<td>from a Germanic root meaning to carry out or to furnish</td>
</tr>
</tbody>
</table>

The word former can mean two different things, based on which root is meant. As seen above, and as most commonly used, former means earlier, as in Mr. Albert is a former student of music.

However, less commonly, the word former can also mean a person or force that makes a shape, a form-er, as in The ocean serves as a former of the coastal outline.
Build Words with FORM

TEACH Have students turn to the Root Squares on page 3 in their Activity Books. Write FORM on the board and explain that it is a root, or morpheme, but can also stand alone as a word. Lead students to a definition “shape, appearance, or arrangement” as a noun (“We fill out forms for a job”) or a verb (“Ice forms on the lake.”) Explain that the pieces, or morphemes, surrounding the middle box can attach before or after FORM to build other words. For example, put -at on the end of FORM to make format.

DISCUSS After five minutes, have volunteers write up some of their words. Remind students about doubling t if they add -ed or -ing to format. Discuss the meanings of the words, using the meanings of FORM and of the affixes as a guide. Emphasize that the meaning of FORM in each word is still “shape, appearance, or arrangement,” even with prefixes and suffixes added. If desired, use the focus word approach that you see modeled on the next page.
Focus Word: **REFORM**  
Write this word on the board.

### TEACH

<table>
<thead>
<tr>
<th>Sample leading question:</th>
<th>“Who can tell us what a reform is or what it means to reform?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target response:</td>
<td>“It means a change or to change.”</td>
</tr>
<tr>
<td>Teacher continuation:</td>
<td>“That’s good, and let’s look closely at the word to see why it means change. What two parts make up the word reform?”</td>
</tr>
<tr>
<td>Target response:</td>
<td>“Re- and form. They mean again or back for re-, and shape or appearance for form.”</td>
</tr>
<tr>
<td>Continuation:</td>
<td>“So together, they make a word that means what?”</td>
</tr>
<tr>
<td>Response:</td>
<td>“To shape again” or “to give a new appearance to” or “to arrange in a different way.”</td>
</tr>
</tbody>
</table>

Encourage students to define **reform** using the meanings of the two pieces that make up the word: to shape again.

### DISCUSS

Sample focused discussion: Martin Luther King was a reformer, a person who worked for reform. Why do we call him a reformer? What did he “shape again”?

### DEMONSTRATE

Sample fun demonstration: Get some modeling clay and form a shape. Ask a student to make a new shape. Show the class that the clay has been reformed (technically, re-formed—see Word Play on day 3).

### Root Squares Matrix

You can refer to this matrix to guide students in this activity. Students could build at least these 32 words. *It really doesn’t matter how many they build*—the point is that they understand the consistent meanings of the root **form** and of its prefixes and suffixes.

<table>
<thead>
<tr>
<th>no suffix</th>
<th>no prefix</th>
<th>con-</th>
<th>de-</th>
<th>re-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>form</td>
<td>conform</td>
<td>deform</td>
<td>reform</td>
</tr>
<tr>
<td>-ed</td>
<td>formed</td>
<td>conformed</td>
<td>deformed</td>
<td>reformed</td>
</tr>
<tr>
<td>-ing</td>
<td>forming</td>
<td>conforming</td>
<td>deforming</td>
<td>reforming</td>
</tr>
<tr>
<td>-s</td>
<td>forms</td>
<td>conforms</td>
<td>deforms</td>
<td>reforms</td>
</tr>
<tr>
<td>-at(e)</td>
<td>format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-at + -s</td>
<td>formats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-at + -ed</td>
<td>formatted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-at + -ing</td>
<td>formatting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-at + -ion</td>
<td>formation</td>
<td>conformation</td>
<td>deformation</td>
<td>reformation</td>
</tr>
<tr>
<td>-ion + -s</td>
<td>formations</td>
<td>conformations</td>
<td>deformations</td>
<td>reformations</td>
</tr>
</tbody>
</table>

Words that students coin for empty slots are legitimate learning tools: have students who coin such words give appropriate definitions for them.
Break Apart Words with FORM

**OBJECTIVES**

- **Understand** the meaning of the root **FORM**
- **Break Apart** words in the **FORM** family
- **Understand** the meaning of words in the **FORM** family

**MATERIALS**

- Student Activity Book
- FORM 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.

**TEACH**

Have students turn to the Magic Squares on page 4 in their Student Activity Books. Explain that nine words from the root **FORM** family are listed in lettered order on the left. Some are words that they built using the Root Squares, and others use different affixes. To the right are nine numbered definitions. Students are to match definitions to the lettered words by placing the number of the definition into the correct lettered box. Model for the students: “I’m looking at word A, deform. I know that **FORM** means shape or appearance and that de- means ‘take away or opposite.’ Looking through the definitions, I see that definition 7 has the words ‘take away’ and ‘shape,’ so I will place the number 7 into box A.”

**COMPLETE THE ACTIVITY**

Let students use a similar strategy to find correct definitions for the other words and to write the number of the definition in the box that matches the letter. Tell students that if all their answers are correct, each row and each column will add up to the Magic Number.

**DISCUSS**

After 5 minutes, go over the words and ask students to describe their strategies for discovering the correct answer. Add any new words to the classroom **FORM** Word Wall and remind students to add these words to the **FORM** Word Wall in their Activity Books. As needed, follow the focus word approach that you see modeled on the next page.

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**Magic Squares**

Select the best answer for each of the words in the FORM 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!

**WORDS**

A. options
B. contours
C. formulate
D. format
E. format
F. format
G. sformat
H. format
I. sformat

**DEFINITIONS**

1. set of shapes or shapes
2. shape, appearance, or arrangement; a suitable pattern or structure
3. draw a plan in shapes to something else or together
4. without shape or arrangement; a blank
5. in accord with accepted shapes or arrangements
6. having one shape or appearance
7. to make away the nature or type of; to make or convert
8. to move away to another type or appearance
9. logical arrangement of steps in a process

**Magic Square Box**

A. 7 3
B. 5
C. 
D. 2 4 9
E. 
F. 
G. 6 8
H. 1

**Magic Number: 15**

**** ANSWER KEY ****
Focus Word: **DEFORM**

---

**TEACH**

Sample leading question

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Who can tell us what deform means?&quot;</td>
<td>&quot;It means to be ugly looking.&quot;</td>
</tr>
</tbody>
</table>

Student response:

Teacher continuation:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;That’s right, but let’s look carefully at the word. What parts do we see?&quot;</td>
<td>&quot;A prefix de and the root form.”</td>
</tr>
</tbody>
</table>

Target response:

Teacher:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;And what do those parts mean?&quot;</td>
<td>&quot;Away or down and shape or appearance.&quot;</td>
</tr>
</tbody>
</table>

Target responses:

Teacher continuation:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;So tell me what a deformed animal or a deformed pearl might look like.”</td>
<td>&quot;It won't look normal—its right shape is taken away.”</td>
</tr>
</tbody>
</table>

Response:

Continuation:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Therefore, what does deform mean?”</td>
<td>&quot;To take away the shape or to have a different appearance from normal.”</td>
</tr>
</tbody>
</table>

Encourage students to define **deform** using the two pieces that make up the word: to take away the shape or appearance.

---

**DISCUSS**

What is the difference between reform and deform? A change happens with both words, but how are the changes different?

**DEMONSTRATE**

If you have clay, fashion a face with a regular-looking nose. Now ask a student to deform the nose. Ask another student to reform the nose.

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**Tech Connect**

Looking up a word in a dictionary today is as easy as clicking with a mouse on a computer. One of the best web sites is called simply http://www.dictionary.com. Type a word you want to know more about in the search box and an array of dictionaries and word resources will appear. For the word **form**, Dictionary.com has 44 entries and a list of synonyms and antonyms.

Scroll down to find a link to **form** in Encyclopedia Britannica; a list of **form** entries appears from a variety of dictionaries like the American Heritage Dictionary, the Online Etymology Dictionary, Word Net, from Princeton University; the American Heritage Dictionary of Idioms, the Kernerman English Multilingual Dictionary, with translations of **form** in its various meanings into 28 different languages; and, now online and free at this site, Webster’s Revised Unabridged Dictionary.

This site, made up of many different word resources, provides access to thousands of words like **form**. Students will want to bookmark this site, and you may find yourself revisiting often. Who would have thought a dictionary could be such fun!
Apply Knowledge of FORM

TEACH
The prefix mal-appears for the first time in this lesson. Introduce students to this prefix using the mal- Mini-Lesson on the next page.

Objectives
• Understand the meaning of the FORM root
• Apply knowledge of the FORM root
• Break Apart words in the root FORM family
• Understand the meaning of words in the FORM root family
• Understand the spelling principles applied to the FORM root

Materials
• Student Activity Book
• FORM 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.

Have a volunteer read definition number one at the bottom of the page. Say, “The clue ‘again’ leads us to a two-letter prefix re- to put in front of FORM.” If you would like, follow the discussion on the next page for the focus word, conform.

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.
Focus Word: **CONFORM**

**TEACH**

<table>
<thead>
<tr>
<th>Sample leading question:</th>
<th>“If you are asked to <strong>conform</strong>, what do you do?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target response:</td>
<td>“You do what others are doing.”</td>
</tr>
<tr>
<td>Teacher continuation:</td>
<td>“And therefore, what does it mean to <strong>conform</strong>?”</td>
</tr>
<tr>
<td>Response:</td>
<td>“To do the same things.”</td>
</tr>
<tr>
<td>Continuation:</td>
<td>“Let the word tell you what you are doing.”</td>
</tr>
<tr>
<td>Target response:</td>
<td>“You take on a shape together or you have the same appearance as others.”</td>
</tr>
</tbody>
</table>

**DISCUSS**

Sample focused discussion: What does it mean if a mattress **conforms** to your body?

**DEMONSTRATE**

Strike a pose, arms akimbo, for example. Ask the class to take on the same shape. Ask them what they have done. (They have **conformed**!)

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**MINI-LESSON:**

the Prefix **mal-**

If students suggest the word **male**, encourage them to remove the prefix to see that only a meaningless letter e remains. Therefore, the word **male** does not have the prefix **mal-**. (The word **male** derives from the word **masculine**.)

Explain to students that the prefix **mal-** means “bad.” Ask students to name words with this prefix (**malformation, malcontent, malfunction, malevolent, malpractice, malaria, malady**).

**DISCUSS**

Guide students through a discussion of the sample sentences below.

- A doctor who practices badly can be accused of **__________**. (**malpractice**)
- Satisfied people are content; unsatisfied people are **__________**. (**malcontent**)
- People once thought that bad air around swamps caused the disease **__________**. (**malaria**)

Explore with students the difference between the words **reform** and **re-form. Reform** means ‘to change,’ usually for the better. **Re-form** means ‘to put back into the same shape as before.’

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37
Using Vocabulary in Context

TEACH  Make and hand out copies of the Comprehension Booster for the root FORM. Explain to students that they are now going to use words in sentences, and that there are context and grammatical clues to help select correct words from the Word Bank at the bottom. For example, focus on sentence 2 and ask what clues are given (target responses: the word many expects a plural noun, and the word rock describes the word we are to select). Say, “Checking our Word Bank, we see that formations fits both clues, so we will write formations into the blank at sentence 2.” Explain that sometimes two different words may seem right for a context, but that by a process of elimination, the appropriate word will become clear.

COMPLETE THE ACTIVITY  Allow students to complete the activity individually or in small groups.

DISCUSS  After a few minutes, ask if there were any difficulties and have volunteers explain strategies that led to correct answers. Ask students who answered the Challenge Question correctly what clues led them to the answer.

Day 5  Assessment

The instructions are on page A-2. Make and hand out copies. The answer key is on page A-3.

Comprehension Booster

Read the sentences below and use context clues to decide which word of the form family best completes each thought. Choose words from the Word Bank at the bottom of the page. Use each word only once.

1. Jon’s grade in math improved once he learned the formula for the area of a rectangle.
2. There are many beautiful rock formations in the Badlands of North Dakota.
3. The soda can was deformed after Chante stepped on it.
4. Mr. Harding told Shasha that if she didn’t conform to the dress code she would be sent home.
5. Jameel needs more information before he can decide which college to attend.
6. Some mountains are formed by volcanic eruptions.
7. In the last stage of its life, a caterpillar transforms itself into a butterfly.
8. Ben observed that all the eggs were uniform, or the same in shape.
9. Sarah’s invitation says the dress is informal, so people can wear whatever they want.
10. A conformist is a person who easily adapts to a shape or arrangement.

Challenger: The form word that completes this sentence is not in the Word Bank. Use the context of the sentence and your word knowledge to determine which form word you need to fill in the blank.

A nonconformist is a person who cannot or will not adapt to a shape or arrangement.
Check-Up for **FORM**

Name ____________________________

1. Which of these is not a meaning for the root **FORM**?
   A appearance
   B straight
   C arrangement

2. What is the meaning of the word **conform**?
   A to put back
   B to take away
   C to shape together

3. What is the meaning of the word **informal**?
   A to put out of shape or arrangement
   B not having a shape or arrangement
   C straightened into

4. What is the meaning of the word **reformation**?
   A an act of shaping again
   B to appear again
   C becoming one in appearance again

5. What is the meaning of the word **malformation**?
   A a little shape
   B to give definite shape to
   C a process of being badly shaped

6. Which word means **taking away the shape of**?
   A informalizing
   B deforming
   C conforming

7. Which word means **to change from one shape across to another**?
   A uniform
   B information
   C transform

8. Which word means **arranged**?
   A formatted
   B regional
   C formulas

9. If the root **dendri** means tree, what is something described as **dendriform**?
   A it has the shape of a tree
   B it lives in a tree
   C it eats trees

10. **Nonconformists** are people who do not:
    A want to be different
    B straighten up their rooms
    C go along with other people’s arrangements
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 'form' family as you can. Write each word and the 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.
Select the best answer for each of the words in the ‘form’ 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!

‘form’ means shape, appearance, or arrangement

<table>
<thead>
<tr>
<th>WORDS</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. deform</td>
<td>1. act of shaping again</td>
</tr>
<tr>
<td>B. conforms</td>
<td>2. shape, appearance, or arrangement; a reusable pattern or structure</td>
</tr>
<tr>
<td>C. formal</td>
<td>3. becomes similar in shape to something else; complies</td>
</tr>
<tr>
<td>D. format</td>
<td>4. without shape or arrangement; relaxed</td>
</tr>
<tr>
<td>E. informal</td>
<td>5. in accord with accepted shape or arrangement</td>
</tr>
<tr>
<td>F. formula</td>
<td>6. having one shape or appearance</td>
</tr>
<tr>
<td>G. uniform</td>
<td>7. to take away the nature or shape of; to ruin or contort</td>
</tr>
<tr>
<td>H. transform</td>
<td>8. to move across to another shape or appearance</td>
</tr>
<tr>
<td>I. reformation</td>
<td>9. logical arrangement of steps in a process</td>
</tr>
</tbody>
</table>

Magic Square Box

```
   A.  B.  C.
   D.  E.  F.
   G.  H.  I.
```

Magic Number ____
Stair Steps

Fill in the missing letters of each ‘form’ word by using the definitions below.

‘form’ means shape, appearance, or arrangement.

1. to give another form to; shape again
2. to become similar in shape to something else; to comply
3. took away the nature or shape of; ruined or contorted
4. shape, appearance, arrangement
5. shaping or arranging; putting into a reusable pattern or structure
6. knowledge arranged or shaped to be understood
7. bad shape or structure
Read the sentences below and use context clues to decide which word of the FORM family best completes each thought. Choose words from the Word Bank at the bottom of the page. Use each word only once.

1. Jon’s grade in math improved once he learned the ________________ for the area of a rectangle.
2. We saw some beautiful rock ________________ on our field trip to Luray Caverns.
3. The soda can was ________________ after Chante’ stepped on it.
4. Mr. Harding told Shasha that if she didn’t ________________ to the dress code she would be sent home.
5. Jameel needs more ________________ before he can decide which college to attend.
6. Some mountains are ________________ by volcanic eruptions.
7. In the last stage of its life, a caterpillar ________________ itself into a butterfly.
8. Ben observed that all the eggs were ________________, or the same in shape.
9. Sarah’s invitation says the dress is ________________, so people can wear whatever they want.
10. A ________________ is a person who easily adapts or complies to a shape or arrangement.

<table>
<thead>
<tr>
<th>WORD BANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>deformed</td>
</tr>
<tr>
<td>uniform</td>
</tr>
</tbody>
</table>

The FORM word that completes this sentence is not in the Word Bank. Use the context of the sentence and your word knowledge to determine which FORM word you need to fill in the blank.

A ________________ is a person who cannot or will not adapt to a shape or arrangement.