Thanks for checking us out. Please call us at 800-858-7339 with questions or feedback or to order this product. You can also order this product online at www.tcmpub.com.

For correlations to state standards, please visit www.tcmpub.com/administrators/correlations

Building Vocabulary—Level 11

This sample includes the following:

Teacher’s Guide Cover (1 page)
Teacher’s Guide Table of Contents (2 pages)
Management (2 pages)
Lesson Plan (11 pages)
Management
Program Overview ........................................... A1
Components of the Building Vocabulary Kit .............. A2
How to Use This Program ................................... A3
About Level 1 .................................................. A7
Teaching Vocabulary: Research and Practice ............ A15
Differentiating Instruction ................................... A19
Standards and Correlations ................................. A23
Proficiency Levels for English Language Learners ....... A25
Response to Intervention ................................... A26
Tips for Implementation ..................................... A27
About the Authors ........................................... A29

Lessons

Unit I: Mastering Prefixes and Suffixes
Lesson 1: Latin Prefixes negative in- (and its assimilated forms) = “not” and directional in- (and its assimilated forms) = “in, on, into” ......................... B1
Lesson 2: Greek Prefix apo- and Latin Prefixes a-, ab-, abs- = “away, from; away from” .... B8
Lesson 3: Greek Prefix anti- = “against, opposite” and Latin Prefix ante- = “before” .......... B15
Lesson 4: Greek Prefixes meta-, met- and Latin Prefixes tra-, trans- = “across, change” .......... B22
Lesson 5: Latin Suffixes -esce, -escent, -escence = “become, becoming” .................. B29
Unit I Review ................................................... B36

Unit II: New and Familiar Latin Bases
Lesson 6: Latin Bases cur(r), curs, cours = “run, go” ........................................ B41
Lesson 7: Latin Bases spect, spic = “watch, look at” .................................. B48
Lesson 8: Latin Bases pon, pos(it), pound = “put, place” ................................. B54
Lesson 9: Latin Bases torqu, tort = “twist, turn” ........................................... B60
Lesson 10: Latin Bases sed, sid, sess = “sit, settle” ...................................... B67
Unit II Review ................................................... B74

Unit III: Parallel Greek and Latin Bases
Lesson 11: Greek Base chron = “time” and Latin Bases annu, enni = “year” ............ B78
Lesson 12: Greek Base trop = “turn” and Latin Bases vert, vers = “turn, change” .... B85
Lesson 13: Greek Base morph and Latin Base form = “form, shape” ...................... B92
Lesson 14: Greek Bases mnem, mnes and Latin Base memor = “memory, remember” .... B100
Lesson 15: Greek Bases pher, phor = “bear, go” and Latin Bases fer, lat = “bear, carry, go” .................. B106
Unit III Review ................................................... B115

Unit IV: Paired Latin Bases and Latin Prefix Review
Lesson 16: Latin Bases nasc, nat = “born, birth” and mort = “dead, death” ............ B120
Lesson 17: Latin Bases capit, cipit = “head” and man(u), main = “hand” ................ B128
Lesson 18: Latin Bases loqu, locut = “speak, talk” and verb = “word, verb” .......... B136
Lesson 19: Latin Bases trud, trus = “push, thrust” and trac, tract = “pull, draw, drag” .... B143
Lesson 20: Latin Bases ven, vent = “come” and i, it = “go” ............................. B151
Unit IV Review ................................................... B160

Unit V: The Year in Review
Lesson 21: Latin Phrases Used “in and as” English ......................................... B165
Lesson 22: Words from Science .................................. B171
Lesson 23: Words from Social Studies ................................ B178
Lesson 24: Words from Literature and Language Arts .................................. B185
## Table of Contents

### Assessment
- A Word About Assessment .............. C1
- Data-Driven Instruction .............. C3
- Diagnostic Test Item Analysis ........ C4
- Diagnostic Pre-test .............. C5
- Diagnostic Pre-test Answer Key .... C10
- Unit Quizzes ..................... C11
- Post-test ..................... C26
- Post-test Answer Key .......... C31

### Teacher Resources
- Activities ..................... D1
- Reproducibles ................ D2

### Appendices
- Appendix A: References Cited .......... E1
- Appendix B: Additional Resources—  
  Great Classroom Texts ............... E3
- Appendix C: Websites for Word  
  Origins and Definitions ............. E4
- Appendix D: Great Websites for Students .. E5
- Appendix E: For Further Reading: From  
  Theory to Practice ............... E6
- Appendix F: Contents of Teacher  
  Resource CD .................. E7
Components of the Building Vocabulary Kit

Teacher's Guide includes:

- Standards and Correlations Chart (in Management Section)
- Tips for Implementation
- Assessments
- Teacher Resource CD (includes bonus activities to differentiate instruction, reproducible templates, word cards, assessment charts, transparencies, and a list of all the word families and word roots in the series)

Lessons (correspond to each lesson from the student Guided Practice Book)

Teacher Resources (includes activities, word cards, and reproducible templates)

Other Components Include:

- Guided Practice Book (student book)
- Transparencies (in the transparency folder)
- Professional Development DVD

©Teacher Created Materials
How to Use This Program

The following provides a more detailed overview of the various components of this program, including the differentiated, five-part lessons, the Assessment section, the Teacher Resources section, and the Teacher Resource CD. Each component offers support for the entire program, making students’ word learning meaningful and fun.

Lesson Overview

Each lesson in the Guided Practice Book begins with Part A ("Meet the Root"). This activity is called “Divide and Conquer,” and it provides the foundation for all activities that follow. It asks students to divide words into their word parts, which requires them to identify the Greek and Latin roots from each lesson. Students “conquer” words by writing the meaning of each word part and finally, the meaning of the entire word. Since this is intended as an explicit instruction day, help students by using the following suggestions:

Remind students that when we translate bases and prefixes, we normally put the base first (as the core of the word) and then add the meaning of the prefix. For example, the word *convene* does not mean “together come,” although the roots appear in that order; translate the base first in order to produce “come together.”

After students divide and translate the word parts in the first two blanks, ask the question, “If the base A means X and the prefix B means Y, then the whole word means XY.” For example, with the word *cooperate*, assist students by saying, “If the base oper means “work” and the prefix co- means “with, together,” then the whole word means “work together” (formally defined as “work together in harmonious fashion”).

The first word in each “Divide and Conquer” activity is often the most challenging, so students will benefit from explicit instruction. Then students will be better able to independently “divide and conquer” the remaining words on the list.

In Part B ("Combine and Create"), students compose English words from the word roots. Usually, in this part of the lesson, students analyze something and record an English word as the answer.

In Part C ("Read and Reason"), students read a variety of passages that use word roots in context and then answer questions in pairs or small groups about the root-based vocabulary.

In Part D ("Extend and Explore"), students work individually and in partners/small groups to create applications for the new vocabulary.

In Part E ("Go for the Gold!"), students enjoy a variety of vocabulary activities and games for additional word-root practice and review.
Unit II       New and Familiar Latin Bases

Lesson 7   Latin Bases spect, spic = “watch, look at”

Objectives
Objectives #1, #4, #5, #6, #7, and #9

Note: Teach this three-page lesson plan before students work in their Guided Practice Books. Part A should be completed on the same day the lesson is taught.

Teacher Notes

• This week’s roots are the Latin bases spect, spic, which mean “watch, look at.” These bases were first presented in Level 4 (Unit II, Lesson 9) in the Building Vocabulary series. We begin the lesson with familiar spect, spic words, and then introduce grade-appropriate vocabulary.

• We present the bases again here in Level 11, with emphasis on conceptual and academic vocabulary words that students encounter in high school. In many of these words, the idea of “watching, looking” is not literal (as it is in the words spectacle and spectator). Instead, a figurative sense of “looking, watching” informs such words as circumspect, conspicuous, perspective, and prospectus.

• Students may already know many everyday words built on these bases and associate them with the core meaning of “watch, look at.” Most students will be familiar with spectator sports played in a stadium or on a field before crowds of “watchers” or “onlookers.” Students may think of someone peering through a magnifying lens when they hear the word inspector. An inspector “looks” “into” things and examines them. A specimen is a sample taken for the purposes of examination and observation. Scientists “look at” a specimen to analyze it. Some students may know spectacles as an old-fashioned word referring to eyeglasses through which we “look.” Students may conjure up images of historical figures wearing wire-rimmed spectacles.

• Spect, spic can convey the idea of “watching” on both literal and figurative levels. They have a literal meaning in words like specimen, inspector, and spectacles. Many English words built on spect, spic refer to “watching or looking” in a figurative, not literal, sense. Think of the expression “I see,” which describes mental understanding (with no actual vision implied). When we want people to pay close attention to what we are saying, we might say, “Look,” when we mean, “Listen carefully.” In such situations, there is nothing physically present to “look at.” We often speak of “seeing with the mind’s eye.” Such is the figurative “watching, looking” in many spect, spic words.

• Here are some examples of academic vocabulary words with a figurative meaning of “watch, look at.” When something is conspicuous, it attracts attention and makes people “look” at it. The prefix of this word, con-, means “very” (intensifying force). Conspicuous consumption makes other people “look at” you and the showy things you buy. The saying, “She was conspicuous by her absence,” is an oxymoron.

• We are circumspect when we are cautious about what we say. We practice circumspection, which means “wariness, caution.” Think of our body language at such moments. We might “look” “around” the room to see who is listening or eavesdropping. When we engage in introspection, we “look” “inside” ourselves and soul search. Observe that we
do not literally look inside ourselves in our introspective moments. That would require surgery. The “looking inside” ourselves is figurative, not literal. Similarly, when we “look backward” and reflect on the past, we are retrospective. The past has no physical presence that can be visually examined. The “looking” is figurative. The phrase, in retrospect, means “in hindsight.” The vision metaphor behind this word is found in the saying, “Hindsight is always 20/20.”

- This base attaches to 12 Latin directional prefixes, affording the opportunity for a prefix review. When we respect a person, we show him or her honor or esteem by “looking” “back” at him or her with high regard. (See “Did You Know?” in Lesson 7 in the Bonus Pages folder of the Teacher Resource CD.) In art, perspective presents the artist’s range of vision that “looks” “through” a space into the distance. Our prospects are our future chances that we “look” “ahead” and envision.

- The words suspect and suspicious begin with sus- (assimilated sub-), which means “up from under.” Suspects are “under” “watch.” When we suspect that someone is cheating or stealing, we do not look at him or her directly. Instead, we look at the person furtively, askance, or “up from under,” as we try to catch this person in the act. A teacher who suspects a student of cheating “watches” that student in a secretive manner and keeps the student “under” a close “watch.” People who are suspected of crimes are called suspects. (See “Definitions for Teachers” in the Vocabulary Definitions for Teachers folder on the Teacher Resource CD for a list of prefixes that attach to spect, spic.)

Direct students to Guided Practice Book pages 39–43 to find the activity pages for Unit II, Lesson 7, Parts A–E.

Activate Background Knowledge

1. Write spect, spic on the board. Tell students that this week’s roots are the Latin bases spect, spic which mean “watch” or “look at.” Point out that these bases appear in many words, some of which they already know. Invite students to brainstorm and share a list of spect, spic words.

2. Show Transparency #25 which presents pairs of spect, spic words. Tell students that they will work with partners to analyze each pair of words. Some words they may already know but others will be new. Point out the directions on the transparency, which tell students to figure out the meaning of each word in the pair, and then write one sentence that includes both words. To save time, you could assign the first three pairs to half the class and the remaining three pairs to the other half. (respect/disrespect; spectacle/spectacular; aspect/prospect; inspector/suspect; conspicuous/inconspicuous; species/specimen).
Teach New Concepts

3. Next, ask a few volunteers to share their sentences for each pair. Make sure students explain how each word in the pair means “watch” or “look at.” Next, draw attention to the “challenge” words (perspective/introspective; prospective/retrospective). Point out that these are more difficult words, but that each one has a prefix that may help unlock its meaning. Ask students to work with their partners once again to define the words and develop a sentence for each pair. After a few minutes, invite a few volunteers to share their sentences for each pair.

4. Using Transparency #26, ask students to work in pairs and see if they can figure out what each boldfaced spect, spic word means. Some of these words are difficult, so remind students to use the surrounding context, as well as the meaning of the root to figure out the meanings (to engage in despicable conduct; to consider another perspective; to wear wire-rimmed spectacles; to study all aspects of an issue; to be circumspect in your words; to have job prospects; to give a prospectus of your work; to interview a prospective client; to be frightened by a specter; to see a spectrum of colors; to have an introspective nature; to give a perspicuous explanation; to change your mind in retrospect; to make a specious argument).

5. After students have worked together, ask a volunteer to explain the meaning of each spect, spic word. Make sure he or she explains how the context helped to figure out the meanings. Note: See “Definitions for Teachers” in the Vocabulary Definitions for Teachers folder on the Teacher Resource CD for more information about each word.

Differentiation Strategies

Above Level Support
Ask students to take some of the word pairs from this lesson and come up with real-life examples of people or things that are represented by these words.

English Language Support
Discuss the word definitions and share examples. You may want to have students act out words introduced in the lesson. Provide this kind of support as much as possible when reviewing these vocabulary words.

Below Level Support
Read materials aloud for students as needed. As an additional scaffold, use different colored markers on the transparency to identify roots, prefixes, and suffixes.

Guided Practice Pages
Parts A–E
Guide students through pages B51–B53 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.
Directions:  Students “divide and conquer” a list of words by identifying the word roots.  See Guided Practice Book page 39.

Part A: Meet the Root

Answers

1. backward + watch, look at = hindsight
2. watch, look at + X = sample taken for observation
3. inside + watch, look at = reflective; self-examining
4. around + watch, look at = cautious; guarded
5. with, together, very + watch, look at = showy; glaring; very noticeable
6. forward, ahead + watch, look at = expected; potential
7. watch, look at + X = ghost; apparition
8. through + watch, look at = clear; lucid; easy to understand
9. down + watch, look at = contemptible; despised
10. forward, ahead + watch, look at = preliminary statement or plan; preview

Part B: Combine and Create

Students complete sentences with the correct vocabulary words.  See Guided Practice Book page 40.

Answers

1. prospectus
2. retrospect
3. despicable
4. circumspect
5. conspicuous
6. introspective
7. prospective
8. specimen
9. specter
Part C: Read and Reason

Students read a passage and answer questions about the vocabulary. See Guided Practice Book page 41.

Answers

Answers will vary.

Part D: Extend and Explore

Students match each word with its definition, and put the number of the definition in the Magic Square box. Each row and column should have the same sum. See Guided Practice Book page 42.

Answers

A:4  B:14  C:15  D:1
E:9  F:7  G:6  H:12
I:5  J:11  K:10  L:8
M:16  N:2  O:3  P:13

Magic Number = 34
Unit II  New and Familiar Latin Bases
Lesson 7  Latin Bases spect, spic = “watch, look at”

Part E: Go for the Gold!

Students match words with the appropriate context. See Guided Practice Book page 43.

Answers
1. E
2. D
3. H
4. A
5. G
6. F
7. B
8. C
9. Answers will vary.
10. Answers will vary.
## Divide and Conquer

### Directions:
“Divide” the words below, then “conquer” them by writing the meanings of the prefixes and bases in the blanks. Write the meaning of each whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix/Base means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. retrospect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. specimen</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3. introspective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. circumspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. conspicuous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. prospective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. specter</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>8. perspicuous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. despicable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. prospectus</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Definitions
- preliminary statement or plan; preview
- expected; potential
- ghost; apparition
- cautious; wary; guarded
- contemptible; despised
- reflective; self-examining
- clear; lucid; easy to understand
- showy; glaring; very noticeable
- hindsight

### Prefix Bank
- circum- = around
- con- = with, together, very
- de- = down
- intro- = inside
- per- = through
- pro- = forward, ahead
- retro- = backward
Part B: Combine and Create

Context Clues

**Directions:** Study the 10 words listed in the “Divide and Conquer” activity on page 39, and complete each of the following sentences with the *spect, spic* word that best fits the context.

1. The teacher wants to approve a __________________________ of my project before I start working on it.

2. In ___________________________, I should not have stayed out so late last weekend. I got an abysmal grade on my test the next Monday.

3. Your unruly conduct was ___________________________ at the dance!

4. Be ___________________________ about what you say in an email. Who knows where your message will end up?

5. The physics teacher gave such a ___________________________ explanation of vectors that all the students aced the test.

6. Ostentatious people often engage in ___________________________ consumption because they want to impress their friends.

7. I’ve been in an ___________________________ mood lately and wondering about what I really want out of life.

8. The university sent brochures with application forms to all ___________________________ high school graduates in the area.

9. The lab technician’s analysis of the blood ___________________________ revealed a high white-cell count.

10. With the ___________________________ of final exams looming over my head, I did not enjoy my holiday very much.
A spectacle occurs every time NASA launches a rocket into space. Thousands of spectators gather on the Florida beaches adjacent to the Kennedy Space Center on Cape Canaveral. The space watchers are conspicuous because of their binoculars and the other fancy spectacles they use to sharpen their vision. Like football, rocket launches have become a spectator sport for many fans.

The crowds are most spectacular when the NASA rocket is carrying astronauts. Perhaps the most auspicious of all launchings occurred in 1962 when John Glenn became the first American to orbit Earth. He returned to Earth as a conspicuous hero after making three revolutions around our planet. To this day, his accomplishment commands great respect.

Of course, there are also the ghostly specters of the Challenger and Columbia space-shuttle disasters. These space shuttles had inconspicuous, but nevertheless fatal flaws that were not observed during pre-launch inspections. The Challenger disaster was particularly horrifying because millions of television viewers looked on as it lifted off. Despite wild speculations about the suspected causes of these tragedies, investigations conducted by experts eliminated many specious explanations and pinpointed the actual causes. Thanks to these retrospective inspections, the prospects for successful space flights are higher than ever before.

As science discovers more about space and space travel, we are coming ever closer to being able to restate the words made famous by Julius Caesar, “Veni Vidi Vici”—“I came, I saw, I conquered” space!

1. Why is a rocket launch often described as spectacular? What else would you consider spectacular?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

2. Explain, in your own words, the definition of “retrospective inspection.”

________________________________________________________________________________
________________________________________________________________________________
Part D: Extend and Explore

Magic Square

Directions: Match each term with the number of its definition. Put the numbers in the Magic Square box. If you are correct, rows and columns will add up to the same Magic Number.

Terms
A. introspective
B. suspect
C. suspicious
D. prospective
E. prospectus
F. specter
G. circumspect
H. respite
I. despicable
J. aspect
K. inspector
L. conspicuous
M. perspicacity
N. retrospect
O. specimen
P. specious

Definitions
1. likely to happen at a future date
2. hindsight
3. sample taken for observation
4. contemplative; looking inward and reflecting
5. deserving hatred and contempt
6. cautious and reserved; wary; measured
7. something widely feared as a possible unpleasant or dangerous occurrence
8. standing out so as to be clearly visible
9. preliminary statement or plan; preview
10. an official employed to assure that regulations are obeyed
11. a particular part or feature of something
12. a short period of rest or relief from something unpleasant
13. superficially plausible but actually wrong
14. a person thought to be guilty of a crime or offense
15. having or showing cautious distrust of someone or something
16. acuteness of understanding; clarity of intelligence

Magic Number: _______
# Making Connections

**Part E: Go for the Gold!**

**Directions:** Match each word in the first column with the appropriate context in the second column. Write the correct letter on the lines provided. Then, respond to the prompt below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____ perspective</td>
<td>A. I hold that person in high regard.</td>
</tr>
<tr>
<td>2. _____ conspicuous</td>
<td>B. This combines all the colors of the rainbow.</td>
</tr>
<tr>
<td>3. _____ inspect</td>
<td>C. Keep an eye on that fellow. I don’t trust him.</td>
</tr>
<tr>
<td>4. _____ respect</td>
<td>D. That sticks out like a sore thumb!</td>
</tr>
<tr>
<td>5. _____ prospector</td>
<td>E. What is your point of view on this subject?</td>
</tr>
<tr>
<td>6. _____ introspection</td>
<td>F. Have you examined your own actions and pondered your responsibility for what has happened?</td>
</tr>
<tr>
<td>7. _____ spectrum</td>
<td>G. I’m on the lookout for buried gold.</td>
</tr>
<tr>
<td>8. _____ suspicious</td>
<td>H. I need to check this room and make sure it has been thoroughly cleaned.</td>
</tr>
</tbody>
</table>

**Briefly describe a situation to which these words might apply.**

9. specimen: ___________________________________________________________________
   ___________________________________________________________________

10. auspicious: __________________________________________________________________
    ___________________________________________________________________