## 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 the whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart.

### Prefix Bank
- **ab-** = away, from
- **con-** = with, together
- **de-** = down, off
- **in-** = in, on, onto
- **intro-** = inside, within
- **pro-** = forth, forward
- **se-** = aside

### Latin Bases
**duc, duct** = “lead”

<table>
<thead>
<tr>
<th>Prefix/Base means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. abduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ductile</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. conducive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. seductive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. productive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. deduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. induce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. viaduct</td>
<td><em>via-</em> = way, road</td>
<td></td>
</tr>
<tr>
<td>9. introductory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. induct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Definitions
- alluring and tempting
- persuade someone to do something
- overpass or bridge
- effective; yielding results; creative, fertile
- a kidnapping
- preliminary; serving to introduce
- capable of being drawn or hammered thin
- enroll someone in an organization or group
- conclusion or inference
- leading to a desired result; contributive, helpful
Directions: Study the 10 words from the “Divide and Conquer” activity on page 39. Complete each sentence below with the duc, duct word that best fits the context. (You may add suffixes to the words.)

1. The grocery store was advertising an ________________ offer on a new, low-sodium, spaghetti sauce.

2. “Brilliant ________________, my dear Watson!” was a favorite saying of the fictional detective, Sherlock Holmes.

3. What can I offer to ________________ you to study your utmost for the final examination?

4. Sitting on the couch all day while eating potato chips is not ________________ to physical fitness.

5. This weekend, I wrote two papers and read four chapters in my textbook. I made very ________________ use of my time.

6. He was ________________ into the student honorary society because he had maintained a 3.8 grade point average for three semesters in a row.

7. Many electricians believe that copper, one of the most supple and ________________ metals on Earth, makes the best wire for a house’s electrical system.

8. Let’s take the ________________ so that we will not get delayed by the train that cuts through downtown.

9. Journalists on all the local news channels were talking about the mysterious ________________ of a five-year-old from the public playground.

10. The radio announcer had a very attractive and ________________ voice that made all listeners want to hear more about the products he was advertising.
Table of Contents

Management

Program Overview .......................... A1
Components of the Building Vocabulary Kit .......................... A2
How to Use This Program .......................... A3
About Level 10 .......................... A7
Teaching Vocabulary: Research and Practice .......................... A14
Differentiating Instruction .......................... A18
Standards and Correlations .......................... A22
Proficiency Levels for English Language Learners .......................... A24
Response to Intervention .......................... A25
Tips for Implementation .......................... A26
About the Authors .......................... A28

Lessons

Unit I: Mastering Prefixes and Suffixes

Lesson 1: Latin Prefix ob- (and its assimilated forms) = “up against, in the way; completely” .......................... B1
Lesson 2: Latin Prefixes dis-, di-,dif = “apart, in different directions; not” .......................... B9
Lesson 3: Greek Prefixes a-, an= “without, not” (the “alpha-privative”) .......................... B15
Lesson 4: Greek Prefix para= “alongside; contrary” .......................... B22
Lesson 5: Greek Suffixes -ism = “belief" and -ist = “one who believes;” -ology = “study of" and -ologist = “one who studies” .......................... B30
Unit I Review .......................... B37

Unit II: New and Familiar Latin Bases

Lesson 6: Latin Bases sent, sens = “think, feel” .......................... B42
Lesson 7: Latin Bases duc, duct = “lead” .......................... B49
Lesson 8: Latin Bases pung, punct, point = “pierce, point” .......................... B56
Lesson 9: Latin Base ject = “throw, cast” .......................... B63
Lesson 10: Latin Bases pel, peal, puls = “push, drive” .......................... B70
Unit II Review .......................... B77

Unit III: Parallel Greek and Latin Bases

Lesson 11: Greek Bases poli, polis and Latin Bases civ, cit = “city, citizen” .......................... B81
Lesson 12: Greek Bases graph, gram and Latin Bases scrib, script = “write” .......................... B88
Lesson 13: Greek Bases cri, crit and Latin Bases judg, judic = “judge, decide” .......................... B96
Lesson 14: Greek Bases meter, metr = “measure” and Latin Bases reg, rect = “rule, straight, right” .......................... B103
Lesson 15: Greek Base onym = “name, word” and Latin Bases nomen, nomin, noun = “name” .......................... B110
Unit III Review .......................... B117

Unit IV: Paired Greek Bases

Lesson 16: Greek Bases log = “word, speech, reasoning” and erg = “work” .......................... B121
Lesson 17: Greek Bases centr = “center” and cycl = “circle, wheel” .......................... B129
Lesson 18: Greek Bases od, (h)od = “road, way” and top = “place, location” .......................... B137
Lesson 19: Greek Bases arch, archy = “lead(er), first, oldest” and crat, cracy = “rule, ruler” .......................... B144
Lesson 20: Greek Bases thes, thet, them = “put, place, position” and tact, tax = “arrange” .......................... B151
Unit IV Review .......................... B158

Unit V: Content-Area Vocabulary

Lesson 21: Words from Mathematics .......................... B163
Lesson 22: Words from Science .......................... B170
Lesson 23: Words from Social Studies .......................... B177
Lesson 24: Words from Literature and Language Arts .......................... B184
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)
- Professional Development DVD

- Transparencies (in the transparency folder)

Interesting Facts About English

- Prefixes sound like french.
- Root words are the main part of a word.
- Suffixes come at the end of words.
- Prefixes come at the beginning of words.

Prefixes: How Do They Work?

- Prefixes, bases, and suffixes are useful. Every root word contains a root word.
- Suffixes come at the end of words.
- Prefixes come at the beginning of words.
- Suffixes come in the middle of words.

Prefixes, Bases, and Suffixes

- Prefix: a word or word part that is added to the beginning of a word to change its meaning.
- Base: the main part of a word.
- Suffix: a word or word part that is added to the end of a word to change its meaning.

Prefixes

- Prefixes come at the beginning of words.
- They change the meaning of the base word.
- Some common prefixes include: un-, re-, dis-, mis-, re-

Bases

- Bases are the main part of a word.
- They can be one or more letters.
- Some common bases include: work, walk, talk, love, know

Suffixes

- Suffixes come at the end of words.
- They change the meaning of the base word.
- Some common suffixes include: -ly, -ly, -er, -ing, -ish, -ness
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.
Objectives

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

Objectives

• This week's lesson focuses on the Latin bases *duc*, *duct*, which mean “lead.” These bases were first presented in Level 5 of the *Building Vocabulary* series (Unit IV, Lesson 18). We begin the lesson with familiar *duc*, *duct* words and then introduce grade-appropriate vocabulary. This root generates many academic words with rich cognates and interesting word histories. Because of this, Part A may require extra instructional time.

• Students will already know some words built on this base, such as *conductor*, *produce*, *product*, *reduce*, *educate*, *abduct*, *aqueduct*, and *ductile*. All of these words, along with other cognates built on *duc*, *duct*, have a common meaning that has to do with “leading.”

• In some *duc*, *duct* words, the meaning of “lead” is obvious: to *abduct* is to kidnap by “leading” someone “away”; exceptional performers in sports or music can be *inducted* (“led” “into”) into the hall of fame; an *aqueduct* is a structure developed by the Romans for “leading” “water” from the countryside into urban areas; *ductile* metals can be hammered thin and “led” into wire.

• Many *duc*, *duct* words share the same prefixes. In some of these words, the base meaning of “lead” is less obvious, but it can be detected by comparing other *duc*, *duct* words with the same prefix. For example, the *conductor* of a symphony orchestra “leads” musicians “together” as they play. The idea of “leading” is present in cognate words beginning with the prefix *con*: our *conduct* is the way we “lead” ourselves and behave when we are “with” other people; a metal *conducts* electricity by “leading” the electrical charge “with” itself from one place to another; when we say that studying is *conducive* to good grades, we mean that such behavior “leads” “with” itself to a desired end. Even a railway *conductor* is responsible for taking the “lead” to make sure that everyone on the train works “together” for a safe trip.

• A *producer* is in charge of creating (“leading” “forth”) films and other theatrical *productions*. This word, frequently associated with elaborate Hollywood productions on the “big screen,” occurs in the saying, “Don’t make a production of it.” (For more *duc*, *duct* words that share the same prefix, see “Definitions for Teachers” in the *Vocabulary Definitions for Teachers* folder on the Teacher Resource CD.)

• The base *duc*, *duct* has produced many words with interesting histories. Reinforce the important concept that words have semantic histories. The word *produce* refers to the fruits and vegetables “led” “forth” from the ground. (See *Did You Know?* in the *Bonus Pages* folder of the Teacher Resource CD.) The meaning comes from the Romans’ belief in Mother Earth as a fertility goddess who physically led plants from the soil.

• The original *educators* in ancient Rome were servants responsible for raising the children of aristocratic families. These servants were charged with “leading” the children “out of” childhood into adulthood by teaching...
Activate Background Knowledge

1. Write *duc, duct* on the board. Tell students that this week’s lesson focuses on the Latin bases *duc, duct*, which mean “to lead.” Tell students that this root is in many familiar words, although sometimes figuring out how the words mean “to lead” can be tricky.

2. Now write *educate, viaduct, abduct, conductor, aqueduct,* and *induct* on the board. Note that some of these words are very familiar and others may be new, but that each of these *duc, duct* words has a prefix to help them figure out the meaning. Ask students to work in pairs and use what they already know about these words or their knowledge of the prefixes to come up with a definition that includes “lead.”

3. Invite a few students to share definitions for each word. Note similarities and differences in their definitions. If appropriate, point out how their definitions might be altered if the words were used in the context of a sentence or conversation.

4. Show students Transparency #20 and ask students to work with their partners once again, this time matching each of the words with the correct definition (*aqueduct = this “leads” “water” from the country to the city; *abduct* = to “lead” someone “away” and kidnap; *educate* = to “lead” “out” of ignorance and teach; *induct* = to “lead” “into” the Hall of Fame; *conductor* = one who “leads” musicians “together” as they perform; *viaduct* = an overpass that elevates or “leads” the “road” over an obstacle).

Teach New Concepts

5. Ask students to compare their definitions to those on the overhead. Remind them that English words have interesting histories that are sometimes surprising. Ask if anyone recalls how the word *education* came to us from the Romans. **Note:** It was introduced in Level 5. If not, take a moment to share its history (see Teacher Notes).

6. Point out the words *aqueduct* and *viaduct.* Briefly ask students to think about how the meanings of these two words are similar and how they are different (e.g., they both have something to do with “leading,” but *aqueduct* is about water and *viaduct* is about roads and vehicles). Now show Transparency #21, which explains how modern engineers turned to the ancient Roman system of *aqueducts* to help them created elevated roadways, or *viaducts,* for cars.
Lesson 7  Latin Bases  *duc, duct* = “lead”

Teach New Concepts (cont.)

7. Using Transparency #19, ask students to work in pairs and see if they can figure out what each set of these *duc, duct* words have to do with “lead” (conduct, conducive, conduit; productive, product, produce; introduce, introductory, introduction; seduce, seductive). Remind students to use the sentence context and the meaning of each prefix for help. After students have worked together, ask volunteers to share their definitions and explanations for each of the words. As students offer different explanations, reinforce the concept of “lead” in their responses.

Note: See “Definitions for Teachers” in the Vocabulary Definitions for Teachers folder on the Teacher Resource CD for more information about each of these words.

8. For further practice, use Transparency #22 to guide a discussion of the differences between inductive and deductive reasoning.

Differentiation Strategies

Above Level Support
Have students compile a list of *duc, duct* words introduced in this lesson. Ask them to sort the words into as many categories as possible. For example, students may choose to sort the words by part of speech, suffix, etc.

English Language Support
Find picture clues that may help support students in this lesson. For example, provide a picture of an *aqueduct*. This visual can provide a concrete example of the word and how it is used correctly in context.

Below Level Support
As a preteaching strategy, preview the words that students will see in this lesson. Create a list of any words that students may have trouble pronouncing. Read these words into a listening device and ask students to listen with headphones while reviewing the list in print. For example, you may choose to articulate the words *aqueduct, conducive, abductors, and inductive*.

Guided Practice Pages
Parts A–E
Guide students through pages B53–B55 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.
**Unit II**  
**Lesson 7**  
**New and Familiar Latin Bases**

**Latin Bases**

- *duc, duct = “lead”*

---

**Part A: Meet the Root**

Students “divide and conquer” a list of words by identifying the word roots. 

**Answers**

1. away, from + lead = a kidnapping
2. X + lead = capable of being drawn and hammered thin
3. with, together + lead = leading to a desired result; contributive, helpful
4. aside + lead = alluring and tempting
5. forth, forward + lead = effective; yielding results; creative, fertile
6. down, off + lead = conclusion or inference
7. in, on, onto + lead = persuade someone to do something
8. way, road + lead = overpass or bridge
9. inside, within + lead = preliminary, serving to introduce
10. in, on, onto + lead = enroll someone in an organization or group

---

**Part B: Combine and Create**

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

**Answers**

1. introductory
2. deduction
3. induce
4. conducive
5. productive
6. inducted
7. ductile
8. viaduct
9. abduction
10. seductive
Diagnostic Pre-test  
Directions: Circle the correct answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 1. An __________ angle measures more than 90 degrees, but less than 180 degrees. | a. acute  
b. obscure  
c. obtuse  
d. equilateral |
| 5. Which of the following best defines the word fascism?                  | a. a governmental system led and ruled by a dictator who has complete power  
b. belief that the divine can be understood by the human mind  
c. the doctrine that there is no God  
d. belief that human reason, not divine revelation, is the driving force in the universe |
| 2. Which of the following is not a synonym for dispute?                   | a. disagreement  
b. summary  
c. argument  
d. conflict |
| 6. When we establish a chronology of events, we                          | a. analyze their social significance.  
b. excavate ruins.  
c. study them by the regions in which they occurred.  
d. arrange them by the dates of their occurrence |
| 3. Which of the following means “a state of society without government or law”? | a. anemic  
b. anomaly  
c. anarchy  
d. apathy |
| 7. We say that rocks are insensate because                                | a. no one knows for sure how they are formed.  
b. they are hard when we sit on them.  
c. they have no feeling.  
d. they cannot be digested |
| 4. A parasite is a person who                                            | a. always contradicts himself or herself.  
b. is afflicted with a chronic illness.  
c. has made a great deal of money.  
d. lives off of others without offering anything in return. |
| 8. Which of the following words means “an overpass”?                     | a. aqueduct  
b. conduction  
c. production  
d. viaduct |