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Building Vocabulary— Level 5

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (2 pages)
- Program Architecture** (7 pages)
- Lesson Plan** (12 pages)
- Meet the Word Parts Slides** (3 pages)

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LEVEL 5

BUILDING

VOCABULARY

from Word Roots

TEACHER'S GUIDE

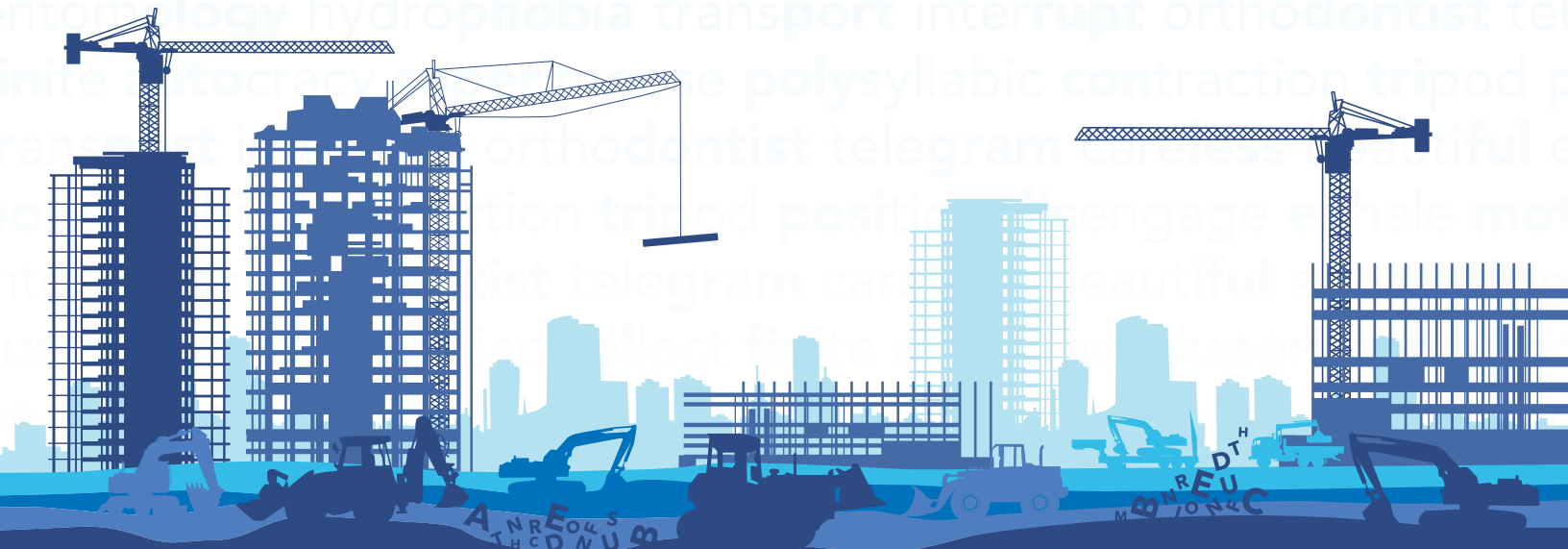


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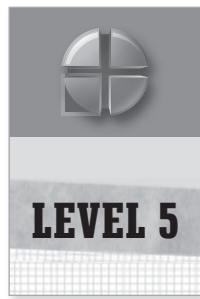
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OVERVIEW

Level 5 of *Building Vocabulary from Word Roots* builds on students' knowledge about how words work. In previous levels, they have learned how to use word families (or phonograms or rimes) to decode. They have also learned simple prefixes, bases, and suffixes. In Level 5, they learn how to “divide and conquer” longer words to find these roots and determine word meanings. Below is an example of a **Meet the Root Slide** that accompanies the lesson for the base *port*. During Meet the Root, students are introduced to the root with visual representations. This helps provide context for the base with known prefixes to enable students to successfully complete the Divide and Conquer lesson. The additional activity pages build on student understanding of the root, asking students to apply this newly learned knowledge in context. The Digital Games allow students to practice the newly learned skills of dividing and conquering words. To access the games, see the QR code on page 11, or visit tcmpub.com/bv-games.



UNIT 3

Name _____ Date _____

Meet the Root

Directions: Turn to your partner. Talk about the meaning of “carry” in each of the words. Fill in the blank spokes with two other *port* words that have the meaning of “carry.”

transportation reporter

portable *port* = “carry” export

_____ _____

Lesson 12: Latin Base *port* = “carry”

Latin Base *port*

1. Why is this called a phone?
2. How is a mobile *portable*?

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MEET THE ROOT SLIDE 22

our of the words. Make sure that “carry” is part of the sentences with your classmates.

BUILDING VOCABULARY
from Word Roots

DIVIDE AND CONQUER COMBINE AND CREATE

108959—Building Vocabulary

OVERVIEW (cont.)

Each level of *Building Vocabulary from Word Roots* contains a diagnostic **pre-test** and **post-test** that focus on some roots addressed at that level. The pre-test will help determine how to differentiate instruction: who needs to be challenged, for example, as well as who needs extra support. Using the post-test will provide some information on the extent to which students have learned the new roots.

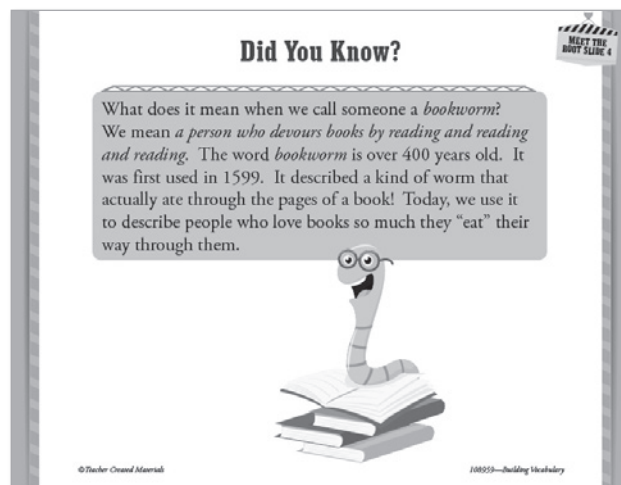
In Level 5 of *Building Vocabulary from Word Roots*, students build on the following foundations:

- Recognizing Latin directional prefixes such as *de-* (down); *pro-* (forward, ahead); *trans-* (across, change); *inter-* (between, among); and *per-* (through, thorough).
- Distinguishing the negative prefix *in-* (not), as in *invisible*, *inaudible* from the directional prefix *in-* (in, on, into), as in *inspection*, *induct*.
- Understanding the assimilation of prefixes that end in a consonant.
- Learning the Greek prefixes *auto-* (self), *tele-* (from afar), *poly-* (many), *micro-* (small), and *mega-/megalo-* (large).
- Learning the Latin bases *audi*, *audit* (hear, listen); *voc*, *vok*, *voice* (voice); *spect* (watch, look at); *terr* (earth); and *trac*, *tract*, *treat* (pull, draw, drag).
- Learning essential Greek and Latin suffixes, including *-able*, *-ible*, *-ology*, *-ologist*, *-arium*, *-ary*, *-orium*, *-ory*, *-or*, *-er*, and *-ify*.

In Unit 1, students learn Latin directional prefixes, how to distinguish *dis-* as a negating prefix from its directional force, and the prefix *ad-* in its many assimilated forms. Unit 2 covers Latin bases that are especially important for grade-level vocabulary. Unit 3 teaches bases and long words that contain more than one prefix and how to divide and conquer them. In Unit 4, students are introduced to parallel Latin and Greek bases. Students also learn that when an English word contains two or more Greek bases, those bases are frequently connected by adding an *o* to facilitate pronunciation. Unit 5 teaches students pairs of Greek and Latin suffixes to give students practice in transforming words from one part of speech to another.

If students are new to *Building Vocabulary*, start with **Introductory Activities** on the Digital Resources to give them experience with some basic concepts.

Remember that words themselves are interesting, and the ultimate goal is to create lifelong word lovers. To that end, **Meet the Root Slides** include **Did You Know?** anecdotes. These are short explanations or stories about selected word origins. This feature will stimulate interest while implicitly teaching an important principle: English words have a discernible logic because their meanings are historically grounded.



OVERVIEW *(cont.)*

The Vocabulary of Vocabulary

The vocabulary of vocabulary can be confusing. Unfortunately, different resources use different terms. This is even true of curriculum documents. The list that follows shows how these various terms interrelate and which terms we use in *Building Vocabulary*. **Note:** Some educators use the terms *base* and *root* interchangeably.)

- **affix:** any word part that attaches to the beginning or end of a word; an umbrella term for *prefixes* and *suffixes*
- **base:** a root that carries the basic meaning of a word; a base may be a word part (the base *duct* in *ductile*, *conduct*, *conduction*, etc.) or a stand-alone word (e.g., *duct*)
- **base word:** a stand-alone word (i.e., a dictionary entry) to which affixes may be attached (e.g., *view*: *review*, *preview*, *interview*, *viewer*)
- **inflectional ending:** an ending attached to a word (e.g., *walk-walking-walks-walked*)
- **prefix:** a root attached to the beginning of a word; generally, a prefix gives a word direction, negates a word with the meaning “not,” or intensifies a word’s meaning by adding the notion of “very” (**Note:** A handy Roots Chart for reference can be found on page 235 of this book.)
- **root:** any word part that carries meaning; an umbrella term for prefix, base, and suffix.
- **suffix:** a root attached to the end of a word; generally, a suffix changes a word’s meaning and/or part of speech (e.g., *conductor*, *conduction*, *deductible*)

What Is Assimilation?

Some Latin prefixes occasionally change spelling. If a prefix ending in a consonant (such as *con-* or *in-*) attaches to a base beginning with a consonant, the final letter of the prefix may change to make the word easier to pronounce. This is called *assimilation*. For example:

- *in* (not) + *legal* = *illegal* (not *inlegal*)
- *con* (with, together) + *pose* (put) = *compose* (not *conpose*)

Assimilation is a simple concept, but it can seem technical and confusing. At this level, students may benefit from knowing that prefixes sometimes change spelling to make resulting words easier to pronounce. Take advantage of opportunities to show students examples of assimilated prefixes while working through the lessons.

Teacher's Guide

The following information describes the key features of the *Teacher's Guide*.

Build Teacher Knowledge and **Build Student Knowledge** provide concise, essential, and necessary information about the roots taught in the lesson. This should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

Differentiation Strategies provides options for additional support for specific student populations.



Cognate Connections are lists of Spanish cognates that share the root that is the focus of the lesson. This supports bilingual students in making connections to their home language.

Spelling Matters provides notes about root-related spelling issues, including how students can use roots knowledge to improve their spelling abilities.

Definitions at a Glance provides a list of the lesson's words and definitions. Complete lists are available on the Digital Resources.

UNIT 1

Compounds and Prefixes

LESSON 5

PREFIX *pre-* = "before"

UNIT 1

Compounds and Prefixes

The information on this page should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

Build Teacher Knowledge

This week's directional prefix, *pre-*, means "before." This lesson introduces the concept of a base as a *semantic unit* that provides the word with its core meaning but is not always a whole word. A base usually looks like part of a word but always carries a specific meaning. (Specific Latin bases are presented in Unit 3.) This lesson builds on the use of prefixes as semantic units that are placed at the beginning of a word and affect its meaning. A prefix affects the meaning of a word by negating, providing direction, or intensifying the meaning of the base.

The lesson begins with *pre-* words, in which the remainder of the word after the prefix is recognizable as a whole word (e.g., *prewash, prechurn, premarry*). It then introduces *pre-* words in which the remainder of the word after the prefix is a Latin base. The words in this lesson are graduated in difficulty. Use as appropriate for your students' needs.

See **Definitions at a Glance** for quick explanations of every *pre-* word that appears in this lesson.

Build Student Knowledge

Three aspects of language are particularly important for students to understand:

- The same word can have **multiple meanings**, depending on the context in which it is used. A stove sells cleaning *preparations*, but we can also make *preparations* for a party.
- Words can have **literal and figurative meanings**. *Premature* fruit can be picked before it is literally ripe, but a figuratively *premature* idea has not been thought through. We might figuratively *prefer* chocolate ice cream to vanilla without literally putting chocolate ice cream in front of vanilla.
- A **suffix** can change the function (i.e., part of speech) and meaning of a word: *prevent* (verb), *prevention* (noun), *preventive* (adjective).

Share the lesson's interesting word: The word *prefix* itself is interesting! The Latin base *fix* means "attach." A *prefix* is a word part "attached" "before" (at the front end of) the base of the word!

Immersion students in words is an important part of building their academic vocabularies. Before completing the *Meet the Root* activity together, begin a word wall that will be posted all week. Invite students to call out words, and write them on chart paper. Invite students to add *pre-* words they discover during the week.

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UNIT 1

Compounds and Prefixes

LESSON 5

PREFIX *pre-* = "before" (cont.)

UNIT 1

Compounds and Prefixes

Differentiation Strategies

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *pre-* words from the classroom word wall or *Student Guided Practice Book* activities. See Bonus Pages on the Digital Resources for additional student activities for the unit. These exclusively digital options can be used to pre-teach or re-teach a lesson or give students another chance to play with the unit's newly learned roots!

Above-Level Support

Have students write their own riddles, following the model on *Student Guided Practice Book* page 32. This requires that students understand the word definitions and see how words are connected in some way. Have students share their riddles with others. Discuss them as a group.

English Language Support

Focus first on words that include whole-word bases. Provide dictionaries for students to use as a resource for words with bases that are "parts," such as *preclis*, which may be confusing.

See **Cognate Connections** for Spanish words built with this prefix, and point out the similarities with English.

Below-Level Support

Because the words in this lesson are graduated in difficulty, focus on the more concrete, simpler words to teach the *pre-* prefix. Share the more challenging words by providing concrete definitions and discussing appropriate usage for the word.

Cognate Connections

Spanish-English cognates from the prefix *pre-* to share with students: *previsión* (previsión), *predecir* (predecir), *preferir* (preferir), *prefijo* (prefijo), *prehistórico* (prehistórico), *prematuro* (prematuro), *pre natal* (prenatal), *preparar* (preparar), *preparación* (preparación), *preparar* (preparar), *prevenir* (prevenir), *prevenir* (prevenir).

Spelling Matters

Students should check their spelling when writing words beginning with *pre-*. Sometimes they may mistakenly write *per-*, which is a prefix meaning "through." All *pre-* words have a clear meaning of "before."

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IMPLEMENTATION SUPPORTS *(cont.)*

Schedule



DAY 1 On Day 1 **Meet the Root**, students are presented with a root, its meaning, and several words that present its meaning in different contexts. During the practice portions, students generate additional words that contain the root and write sentences that put the vocabulary in context.

Meet the Root Slides provide visual support to supplement instruction for each lesson.



DAY 2 On Day 2 **Divide and Conquer**, students “conquer” words by “dividing” them into their word parts. Students then select the definition of each word from the provided word bank.



DAY 3 On Day 3 **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.



DAY 4 On Day 4 **Combine and Create**, students put prefixes, bases, and suffixes together to compose English words.

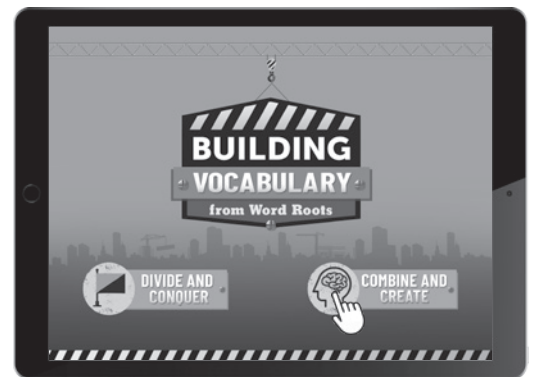


DAY 5 On Day 5 **Extend and Explore**, students work individually, with partners, or in small groups to create applications for the new vocabulary.



REVIEW In the **Review: Cloze Text** section, students use a word bank with eight words from the lesson and the paragraph’s context to complete sentences. This activity can be used as an assessment or for additional practice.

*At the end of the unit, students can visit tcmpub.com/bv-games to practicing combining or dividing the words and skills learned in the unit.



How Should Vocabulary Be Taught?

New words are learned directly and indirectly (National Reading Panel 2000). Direct teaching of key words can be worthwhile, but research tells us that children can only learn eight to ten new words each lesson through direct instruction because learning requires repetition and multiple exposures (Stahl and Fairbanks 1986). Students will require **frequent opportunities** to use new words in oral and print contexts to learn them on a deep level (Blachowicz and Fisher 2014).

UNIT 2

Name _____ Date _____

Read and Reason

Directions: Practice the poem with a partner until you can read it well. Think of motions to add to the poem. Read it aloud. Use the motions. Then, underline the ex- words.

Lesson 8: Prefixes - "Ex"

Ex- means Out.
So step out.
Shout out!
Out!
Exclaim
Your Name.
Shout it.
Out
Say it Loud!
Ex- means Out.
So step out.
Shout out!
Out!
Exhale.
Breathe deep.
Let it out!
Breathe in.
Breathe out.
Who-oo-ee!
Ex- means Out!
Out!

Ex=Out

Shout

Exhale

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UNIT 1

Name _____ Date _____

Read and Reason

Directions: Read the advice column, and follow Addia Advic's suggestion to think of some other compound words you already know.

Lesson 1: Two-Syllable Compound Words

Dear Addia Advic,
At school, I am having some trouble understanding compound words. What are they?
Your Friend,
Confused Compound

Dear Confused Compound,
Have you ever woken up to a beautiful morning and felt the sun's light hit your face? (*sunlight*) Have you ever walked along the beach making prints with your bare feet? (*footprints*) Have you ever seen a fish that is gold? (*goldfish*) Do you carry your books for school in a pack strapped to your back? (*backpack*)
Compound words are two words put together to make one word. Most often, they seem to fit together, like the suggestions above.
Your Friend,
Addia Advic

List compound words you already know.

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UNIT 3

Name _____ Date _____

Read and Reason

Directions: Circle the *audible* and *audience* vocabulary words in the conversation. Imagine that the conversation takes place inside a new auditorium.

Lesson 14: Latin Base *aud-*, *audif-* = "Hear, Listen"

Va: Hey, guys. I'm going to test the speakers. OK?

Noelle: Yeah.

Va: Can you hear it? Is it audible?

Noelle: What?

Va: Can you hear the speakers out in the audience?

Noelle: Yeah. I can hear you.

Va: If you can hear me, wave your hands. I'm in the auditorium...

- From the conversation above, what do you think *audible* means? How do you know?
- Use your definition of *audible* to explain what *audible* means.
- Use your definition of *audible* to explain what *audience* means.
- Now, write a sentence that has both *audible* and *auditorium* in it. Share your sentence with a friend.

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Students should also study the structural and semantic nature of words. They should use the surrounding context and/or word parts (prefixes, suffixes, bases) to unlock meaning. Learning key word parts will enable students to master new words that are semantically connected.

In other words, looking words up in a dictionary and learning definitions is not enough to ensure word learning. However, dictionaries and other reference works can add interest to a vocabulary program. Most students learn word analysis strategies (phonics, context) in the primary grades. They also begin to learn about reference tools. For example, they may know how to use a dictionary, and they may also know how to use the enormous variety of electronic and print dictionaries available. They may know the concepts of synonym and antonym, but they may not know how to use a thesaurus. (Some of the electronic ones are really fun to use!) Explicit practice with all these strategies for unlocking word meanings will help students learn to use them automatically. So a vocabulary program should focus on reinforcing and expanding the strategies students have already learned. Moreover, teachers will be encouraging students to become word sleuths, a habit that they may well carry with them throughout (and beyond) their school years.

Most vocabulary is learned indirectly or spontaneously through discussion, reading, or listening. So another important principle of vocabulary instruction is to **read aloud to students**. Choose books with wonderful words and powerful language. Teachers can share their own favorites, encouraging students to do so as well. If students will be tackling a new or difficult concept in the content areas, begin by reading picture books that address the topic. In addition to their many other benefits, read-alouds help increase children's oral vocabulary, which is an important stepping-stone to reading comprehension.

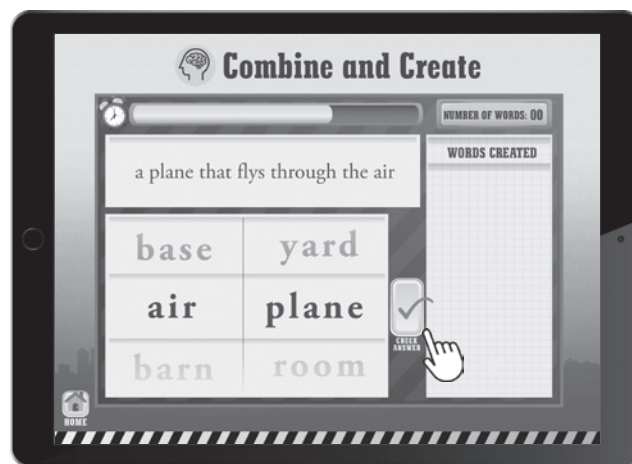
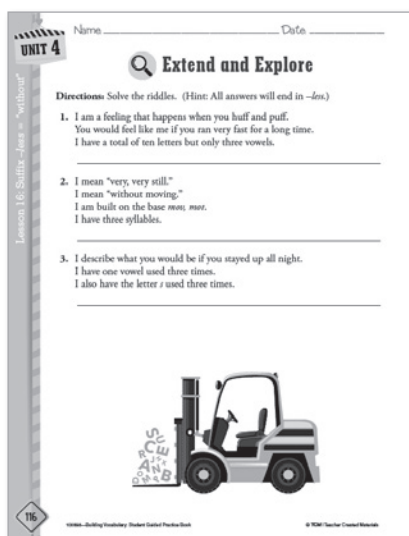
How Should Vocabulary Be Taught? *(cont.)*

Related to this principle is another: **encourage wide reading**. The more students read, the better. Teachers must establish different purposes for reading—including pure pleasure—and urge students to choose texts at various levels of difficulty. Research shows that students learn more new words incidentally—when they appear while reading or listening—than they do through direct instruction (Lehr, Osborn, and Hiebert 2004).

Teachers can share their own love of words and invite students to share theirs. Everyone has a favorite text that moves them to laughter or tears. As these are read aloud to students, teachers can talk about the power of words. Invite students to do so as well. A good practice is to whet their appetites by sharing interesting word histories and then showing them how to explore the origins of words themselves. Focus on the Did You Know? on the Meet the Root Slides. If teachers post a list of websites or print resources, students can investigate themselves. Encourage them to share what they discover with the class.

In other words, **make word learning and word play a priority in the classroom**. Provide regular opportunities for students to practice and discover words on their own and in the company of others. This is one of the key ideas behind *Building Vocabulary*. As students progress through the lesson for a week, they have dozens of opportunities to work with new word parts in a variety of ways.

Building Vocabulary from Word Roots gives students time to play word games or to create riddles, rhymes, and tongue twisters. Not only is this fun—it’s good instruction. Teachers should be mindful to make time for students to play word games on their own or with others. There are easily accessible word activities available for students on the internet and in the Appendixes. At the end of the unit, teachers should allow time for students to play with words via the Digital Games. The Digital Games mirror the strategies learned in the lessons and provide an interactive space for students to practice combining and dividing the words learned in each unit.



LATIN BASE *duc, duct* = “lead”

The information on this page should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

Build Teacher Knowledge

The Latin base *duc, duct*, which means “lead,” is the focus of the lesson. The two forms are identical in meaning. The base *duc, duct* generates important words in general academic vocabulary and in content-area vocabulary from science and social studies. Some words built on *duc, duct* begin with the base:

- The *duct* in a house “leads” heated air from the furnace to the rooms.
- *Ductile* metals, such as copper, can be hammered or “led” into thin shapes or wire.
- In some countries, a *duke* and *duchess* are the “leaders” of a region or county.

Most *duc, duct* words begin with prefixes:

- The *conductor* of a symphony orchestra “leads” the musicians “together” as they play.
- An athlete or celebrity may be *inducted* (“led”) “into” the Hall of Fame.
- When we *reduce* something, we “lead” it “back” to a smaller size, as in a weight-*reduction* program.
- We call the fruits and vegetables that the earth “leads” “forth” *produce*.
- Students must *conduct* themselves properly in school (“lead” themselves well “with” others).

See **Definitions at a Glance** for quick explanations of every *duc, duct* word that appears in this lesson.

Build Student Knowledge

Three aspects of language are particularly important for students to understand:

1. The same word can have **multiple meanings**, depending on the context in which it is used. In science, metals *conduct* electricity. In music, the maestro *conducts* the symphony. In school, children must *conduct* themselves appropriately, and report cards may have a section for *conduct*.
2. Words can have **literal** and **figurative** meaning. A teacher may *introduce* a new student to the class by literally “leading” the child inside the room. A speaker may *introduce* a new topic by figuratively “leading” or bringing it into his/her remarks.
3. A **suffix** can change the function (i.e., part of speech) and meaning of a word: *produce* (verb/noun), *producer* (noun), *product* (noun), *productive* (adjective), *productivity* (noun).

Immersing students in words is an important part of building their academic vocabularies. Before completing the Meet the Root activity together, begin a word wall that will be posted all week. Invite students to call out words and write them on chart paper. Invite students to add *duc, duct* words they discover during the week.

Differentiation Strategies

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *duc, duct* words from the classroom word wall or *Student Guided Practice Book* activities. See Bonus Pages on the Digital Resources for additional student activities for the unit. These exclusively digital options can be used to pre-teach or reteach a lesson or give students another chance to play with the unit’s newly learned roots!

Above-Level Support

Extend the activity in Read and Reason by having students create additional deductions for the class to solve. They each will come up with a premise, evidence, and deduction—obviously keeping the final deduction secret till the class has a chance to guess!

English Language Support

Have student pairs share their experiences in their *educations*. Tell them to describe how *education* comes from the base *duc*.

See Cognate Connections for Spanish words built on this base, and point out the similarities with English.

Below-Level Support

In a small group, lead students in a discussion about how specific words from this lesson relate to their lives. Also, see Bonus Page 16.



Cognate Connections

Spanish-English cognates with the base *duc, duct* to share with students: *acueducto* (aqueduct); *conducente* (conductive); *conducto* (noun) (conduct); *conductor* (conductor); *deducir* (deduce); *deductivo* (deductive); *deducción* (deduction); *deducir* (deduct); *duquesa* (duchess); *conducto* (duct); *dúctil* (ductile); *duque* (duke); *educar* (educate); *educador* (educator); *educación* (education); *inducir* (induce); *inducción* (inducement; induction); *introducir* (introduce a topic, not a person); *introducción* (introduction); *introdutorio* (introductory); *producir* (verb) (produce); *productivo* (productive); *productividad* (productivity); *producto* (product); *producción* (production); *productor* (producer); *reducir* (reduce); *reducción* (reduction); *reproducir* (reproduce)

Spelling Matters

In the word *duke*, the base is spelled with a *k* instead of a *c*. But in the feminine form of the same word, *duchess*, the base is spelled *duc*. *Dukes* and *duchesses* are aristocratic “leaders” of European regions called *duchies*.



DAY 1

Meet the Root

Introduce

Write *duc, duct* on the board. Underneath, write the words *abduct, hot air duct, induct, conductor,* and *introduce* on the board.

Say, “Turn to a neighbor to explain what you think each word means.” Make sure all students have a good idea about what these words mean.

Discuss

Have students find the correct word or phrase for each description on **Meet the Root Slide 40**. Have a volunteer match the words with the descriptions.

- Ask, “Who has figured out what the base *duc, duct* means?” Accept their predictions.
- Say, “*Duc* and *duct* means ‘lead.’ *Duc, duct* words are often combined with familiar prefixes.”

Apply

Show students **Meet the Root Slide 41**.

- Ask them to use the meaning of the bold prefix to match the right *duc, duct* word to its definition.
- As students identify each answer, emphasize the meaning of both the prefix and base (*deduct, reduction, produce*).

Practice

Tell students that words have an interesting and often surprising history. Read the Did You Know? on **Meet the Root Slide 42** about the word *education*.

Direct students to the Meet the Root Word Spokes activity on *Student Guided Practice Book* page 88.

- In pairs, have students figure out the meaning of “lead” in *conduct, education, produce,* and *introduction*.
- After a few minutes, have volunteers explain how each of the words means “lead.”

Point out the two blanks. Have students think of two other *duct* words with the meaning of “lead.” Tell them to put the words in each blank and then write sentences for four of the words. Invite students to share their words and sentences with classmates.

LESSON 13
LATIN BASE *duc, duct* = “lead” (cont.)

 **Divide and Conquer**
DAY 2

Direct students to the Divide and Conquer activity on page 89 in the *Student Guided Practice Book*.

Say, “Let’s ‘divide and conquer’ five new words with the base *duc, duct*. Let’s do the first word together. We will draw a slash between the prefix and the base. Next, let’s write the meaning of the prefix on the first line. Then, let’s write the meaning of the base on the second line.” Place emphasis on the meaning of the base.

Say, “I see a box titled ‘Prefix Bank,’ which is helpful because it includes the meanings of the prefixes. I also see an *X* in the prefix box for one of the words, so that tells me there will not be a prefix. Thinking about the meaning of the base *duc, duct* and each prefix, we can decide which definition from the Definition Bank matches and put the letter in the box.” If necessary, use a short phrase with the word *lead* to ensure that the definition makes sense.

Discussion of each new word is essential to expand students’ vocabulary and knowledge of how English words work. As you guide students, use the questions below to generate discussion about each of the words:

- Where is the meaning of “lead” in the word _____?
- Where might you see the word _____?
- Can you think of an example of _____?
- Does _____ have more than one meaning? If so, how are those meanings the same? How are they different?
- In what situations might you find or use the word _____?

Have students complete the Make It Yours! section independently or in pairs on a separate sheet of paper.

Answers

	Word	Prefix means	Base means	
1.	reduce	back, again	lead	A
2.	abduction	away, from	lead	E
3.	educator	out	lead	B
4.	duct	X	lead	C
5.	deduction	down, off	lead	D

Guide students through pages 90–93 to complete the rest of this lesson. Read the directions at the top of each page.



Read and Reason

This activity gives students practice using words in context to make deductions.

Answers

1. Rover is a mammal.
2. Answers will vary.



Combine and Create

This activity gives students practice with literal and figurative meanings.

Answers

- | | |
|-----------------|------------------|
| 1. reduce | 6. conductor |
| 2. produced | 7. deduction |
| 3. introduction | 8. deduction |
| 4. conductor | 9. produced |
| 5. reduce | 10. introduction |



Extend and Explore

This activity gives students practice using descriptive phrases to figure out academic vocabulary words with the base *duc, duct*.

Answers

- | | |
|------|-------|
| 1. B | 6. F |
| 2. I | 7. G |
| 3. H | 8. D |
| 4. J | 9. C |
| 5. A | 10. E |



Cloze Text

Scoring Guide

7–8 blanks filled correctly: Outstanding
 5–6 blanks filled correctly: Satisfactory
 4 or fewer blanks filled correctly: Unsatisfactory

- | | |
|----------------------|---------------|
| 1. duke (or duchess) | 5. conductor |
| 2. duchess (or duke) | 6. introduced |
| 3. products | 7. reproduce |
| 4. education | 8. abduct |

Definitions at a Glance

abduct: to kidnap; to seize or “lead” away from a home or other premises (*ab-* = away, from) (nouns: **abduction, abductor**)

aqueduct: a structure or system that “leads” water from the source to its place of use (*aquale-* = water)

conductor: one who guides and “leads” musicians together as they perform; also, a substance that channels or “leads” a current or electrical force (*con-* = with, together)

deduce: to figure out or conclude (*de-* = down, off); literally, to “lead” a conclusion “down” from a general premise (adjective: **deductive**, noun: **deduction**)

deduct: to subtract from the total (*de-* = down, off); literally, to take or “lead” a number “off” down from the sum (noun: **deduction**)

duchess: the female “leader” of a European county or duchy; also, the wife of a duke

duct: a tube for “leading” air from a furnace to a vent or from a vent back to the furnace (see Did You Know? on **Meet the Root Slide 45** for “duct tape”); a small tube that drains tears (tear duct)

duke: the male “leader” in a European county or duchy

educate: to instruct, teach, or train (*e-* = out); literally, to raise or “lead” “out” of childhood by teaching (noun: **educator**)

education: the act or process of teaching and instructing; literally, the raising or “leading” “out” of childhood

induct: to “lead” into a society or special group; to draft or “lead” into the army (*in-* = in, on, into) (nouns: **induction, inductee**)

introduce: to “lead” or bring someone inside a group; also, to “lead” or bring something inside a standing body for the first time (as in “to *introduce* an idea”) (*intro-* = inside)

introduction: the opening portion of a book designed to “lead” the reader inside the main text; also, the opening section of a musical performance designed to “lead” listeners inside the entire work; also, the meeting of someone who is “led” inside a group for the first time (*intro-* = inside) (adjective: **introductory**)

produce: to generate and “lead” forth into existence; to create or give birth to; to “lead” forth a play or program for an audience; as a noun (accented on first syllable), fruits and vegetables that are “led” forth from the earth (*pro-* = forth, forward, ahead) (adjective: **productive**, noun: **productivity**)

product: anything made, created, or “led” forth into being; anything produced; in math, the result of multiplying two or more numbers (*pro-* = forth, forward, ahead)

production: the act or process of creating and “leading” something forth into being; also, a play or presentation for screen or stage that is “led” forth (noun: **producer**)

reduce: to make less or smaller (*re-* = back, again); literally, to “lead” “back” to an earlier and smaller size, scale, or amount

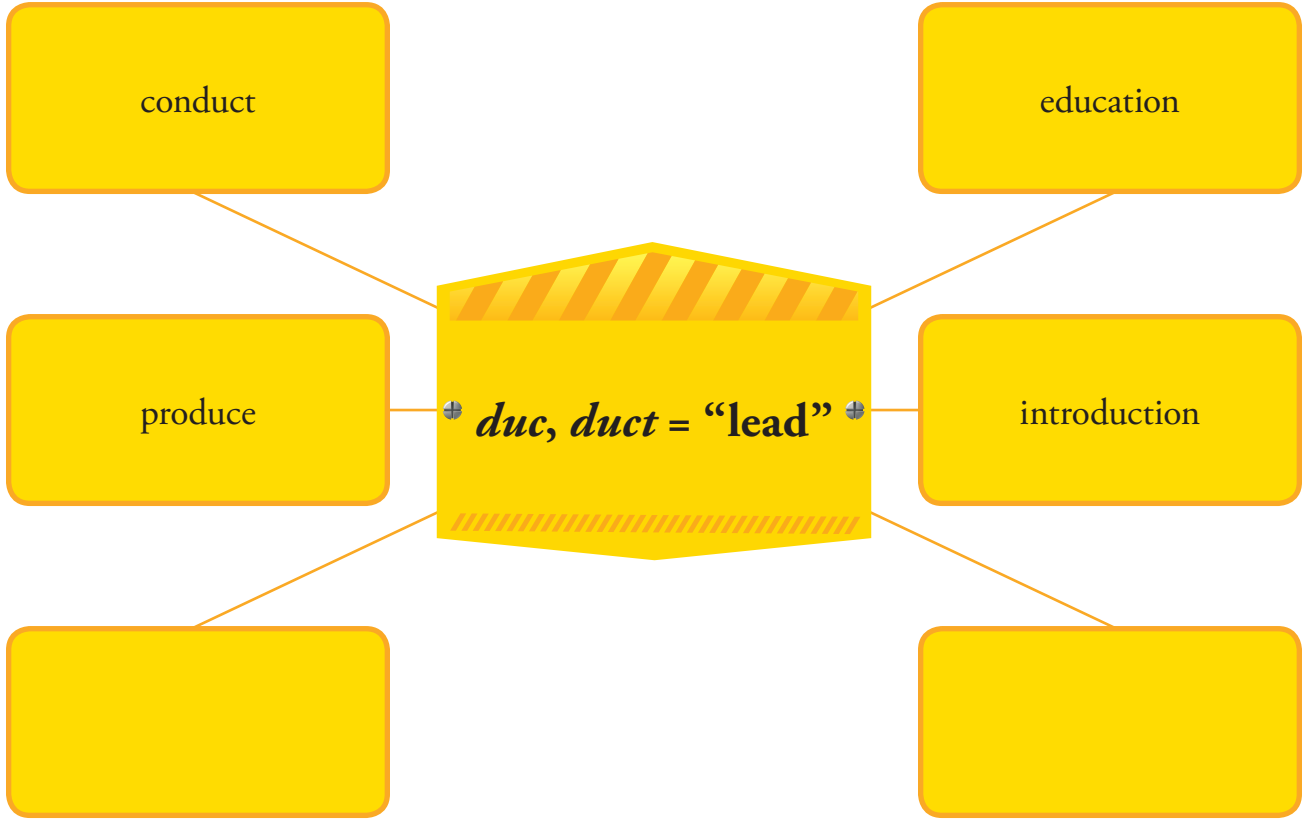
reproduce: to make copies; to procreate or have offspring (*re-* = back, again; *pro-* = forth, forward, ahead); literally, to “lead” “forth” into being “again” by copying or by giving birth (noun: **reproduction**)

Name: _____ Date: _____



Meet the Root

Directions: Turn to your partner. Talk about the meaning of "lead" in each of the words. Fill in the blank spokes with two other *duc, duct* words that have the meaning of "lead."



Write sentences for four of the words. Make sure that "lead" is part of the meaning. Share your sentences with your classmates.



Divide and Conquer

Directions: Draw a slash after the prefix in each word. Write the meaning of the prefix in the first blank. (**Hint:** Use the Prefix Bank. An *X* means that this word has no prefix.) In the second blank, write the meaning of the base. Then, pick the best definition from the Definition Bank. Write the letter in the box.

Prefix Bank

ab- = away, from

de- = down, off

e- = out

re- = back, again

	Word	Prefix means	Base means	
1.	reduce	_____	_____	<input type="text"/>
2.	abduction	_____	_____	<input type="text"/>
3.	educator	_____	_____	<input type="text"/>
4.	duct	X	_____	<input type="text"/>
5.	deduction	_____	_____	<input type="text"/>

Make It Yours!

- Choose two words, and use both of them in the same sentence.
- What are some words or phrases similar in meaning to *reduce*?
- How are the words *educator* and *educate* different in meaning?
- Use the word *abduct* in a sentence. Share your sentence with a friend.

Definition Bank



- to make smaller or lead back to an earlier size or number
- a teacher who leads students as they grow out of childhood
- a tube or pipe that leads air to or from a furnace
- an amount subtracted or led down from the final sum
- the act of kidnapping or leading a person away from the premises



Read and Reason

Directions: Read this passage, paying close attention to the *italicized* words. Then, answer the questions.

When we figure something out, we say that we *deduce* it. We bring or “lead” an idea “down” to our level, where it makes sense and is easy to understand. The process of *deduction* involves using logic or reason to reach a conclusion. *Deductive* reasoning involves three steps. Here is an example:

- A. All human beings breathe. (the beginning idea or *premise*)
- B. I am a human being. (the proof or *evidence*)
- C. Therefore, I breathe. (the conclusion or *deduction*)

Let’s put your *deductive* reasoning to work!




1. Write your deduction on the final line.
 - A. premise: All dogs are mammals.
 - B. evidence: Rover is a dog.
 - C. deduction: _____
2. Create your own deduction, and share it with a friend.
 - A. premise: _____
 - B. evidence: _____
 - C. deduction: _____



Combine and Create

Directions: Words can change meaning, depending on how they are used. Here are five words. You will use the same words twice.

conductor	introduction	reduce
deduction	produced	



1. I need to _____ this photograph to make it fit my screen.
2. The chicken _____ four eggs.
3. After reading the _____, I am excited to read the whole book.
4. The _____ made a spectacle of himself by wildly waving his baton.
5. The manager at my job decided to _____ my hours.
6. Copper is an excellent _____ of electricity.
7. Check your receipt. Did the cashier take off the _____ for the coupon?
8. Brilliant _____! How did you arrive at such a conclusion?
9. He _____ the school play with such success that he won a trophy.
10. Let me give you a proper _____ before you deliver your speech.





Extend and Explore

Directions: Draw a line to match the phrase with the context.

Phrase
1. a productive use of time
2. educational television
3. the produce section
4. deductive logic
5. inducted into the Hall of Fame
6. a reproduction, not an original
7. she deducted it from the bill
8. outstanding conduct
9. introductory remarks
10. it induced a headache

Context
A. The athlete was recognized for her lifetime achievements.
B. I got so much accomplished in just one hour!
C. Before I begin, let me thank the following people.
D. Your behavior was amazing! I'm so proud of you!
E. All that pounding construction noise made my head throb!
F. This is just a copy, not the real thing.
G. The cashier took off the value of the coupon.
H. Where can I find lettuce, tomatoes, and carrots?
I. I learn so much on this channel!
J. I concluded from her sunburn that she did not use sunscreen at the pool.

Name: _____ Date: _____



Review: Cloze Text

Directions: Use context clues to choose the best word for each blank. Each word will be used once.

- | | | | |
|----------|-----------|-----------|------------|
| abduct | conductor | duke | introduced |
| products | duchess | education | reproduce |



Last month, the president invited the _____ and _____ of Monaco to visit. The president wanted to talk with them about important issues. _____ made in Monaco and sold in the United States were on top of the list. Another topic the president wanted to talk about was the _____ of children. That evening, the duke and duchess were treated to a grand concert. The _____ of the orchestra _____ himself to the leaders and warmly welcomed them. Looking at their smiling faces during the concert, it was easy to see that they enjoyed the music. The duchess said later that she hoped the Monaco orchestra could _____ the music that was played at the concert. The duke joked that he might like to _____ the conductor and take him back to Monaco. The conductor was flattered. However, he told the leaders that he was happy to stay in his current position.

Lesson 13: Latin Base *duc, duct* = "lead"

Base *duc, duct*

Which *duc, duct* word or phrase fits each description?

abduct	a pipe that “leads” heat from a furnace
induct	to “lead” someone inside a group
introduce	to “lead” someone away from home by force
hot air duct	to admit or “lead” someone into the Hall of Fame
conductor	one who “leads” a group of musicians “together”

Base *duc, duct*

Match the *duc, duct* words with the correct description. (**Hint:** Look at the bold prefixes.)

produce

reduction

deduct

subtract by “leading”
a number down or off
of another number

“lead” back to a
smaller amount

fruits and vegetables
which the earth “leads”
“forward

Did You Know?

Duck tape or *Duct tape*? Duct tape is a wonderful product! It is very strong and lasts for a long time. Some artists even make sculptures from it! Duct tape was invented to help people install furnaces in buildings. Long tubes made of light-weight metal called *ducts* were used to “lead” the air from the furnace to the rooms. These *ducts* came in sections that had to be joined together. Metal screws would not work because they would make holes in the *ducts* and allow air to leak. So, super-sticky *duct tape* did the job by holding the pieces together without piercing the metal. *Duct tape* was always grey because it matched the color of the metal *ducts*.

But a lot of people seem to have forgotten that this was the original purpose. They began calling it *duck tape*. Nowadays, you can find “duck tape” in many colors for art projects. Some like yellow because it matches ducks!

