

## Week 7: Understanding Roots

### Lesson 1\_- Latin and Greek Roots (Communication-related)

#### Introduction 1 mins

We work to read and spell multisyllabic words. These are often called Big Words. Multisyllabic words -as the term implies-have multiple, (multi)-many syllables. A syllable is a unit of pronunciation that has a vowel. If I speak as a robot, I can break words into syllables. For example, in the word capital, I have cap-it-al, three syllables. In the word capability, I have ca-pab-il-it-y, five syllables. A syllable needs a Vowel.

#### Focus of the Day 1 min

Today we work with the root or base words. We learned about prefixes and suffixes and how those can be added to the beginning and ending of base words and carry meaning that changes the base word. A base word is a word that can stand alone in speech. Oftentimes, base words contain roots that hold meanings that can help us figure out what the whole word means. Roots can come at the beginning, ending, or middle of words.

#### Explanations

Today we will work with bases and roots that carry meaning and practice reading these words, spelling these words, and thinking about their meanings and their meanings in sentences.

#### We shall use our strategy:

- When we see a prefix or a suffix, we shall box it by drawing a box around it.
- Then we shall work with the base word. Remember, a syllable needs a vowel. When we have a vowel team we shall underline the vowel team. When we have a VCE syllable, we shall underline the vowel that says its name and place a dot on the silent e. When we see the C+le, we shall underline it. When we see compound words, we can look for the word parts.
- If we see a root that we know the meaning of, we can double underline the root.

We should be flexible when working with syllables and read the word with the prefix and/ or suffix and the base word. We should be thinking of the meaning of a word when working with a prefix and suffix and how the meaning of the base word changes.

Today, we will be learning about roots that have meanings that relate to communication. Communication is all about sending and receiving messages

through talking, listening, reading, writing. The roots we will learn about all have to do with communication.

The root *gram* comes from Greek and means *thing that is written* like in **telegram**. The root *graph* also comes from Greek and means *writing* like in **geography**. The root *scrib* or *script* comes from Latin and means *to write* like in the work **prescription**. The root *dict* comes from Latin and means *to say* like in the word **contradict**. The root *mit* comes from Latin and means *to send* like in the word **transmit**. The root *voc* comes from Latin and means *voice* or *to call* as in the word **vocalize**. The root *aud* comes from Latin and means *to hear* like in the word **audience**.

### Teacher Practice READING WORDS

The teacher reads from the list of words and explains the reasoning for the reading by isolating the prefix/ suffix and breaking the word into syllables in the base word while also explaining the meaning of the words.

The teacher says,

We shall now practice reading words.

Watch me: I see the word **telegram**. I see the root *gram*. I will double underline it. I know that *gram* means something written down. I also know that *tele* means far off. So **telegram** means a message written down and sent from far away. I will underline each vowel. Tel/e/gram "Long ago, my grandpa used telegrams to communicate with his family who lived across the country."

The teacher continues with the **words below**. For each word, the teacher should explain the root and any prefixes/suffixes and define the new word.

The teacher writes the words and models the decoding process. The teacher **DOES** not immediately read the words; rather uses the strategy to read them.

**Geographer, prescribed, contradiction, transmitter, audience**

**Geographer**, ge/og/raph/er. The base *graph* means writing and the base *geo* means earth. The suffix *-er* means someone who does the action. Geography the study of maps (or written representations of the earth). "The geographer studied her map and globe very closely."

**Prescribed**, pre/scribed. The root *scribe* means writing. The suffix *-ed* is added to make a verb past tense. The word *prescribed* means having written down a rule or guide. "The vet prescribed our dog some medicine and lots of rest."

**Contradiction**, con/tra/dic/tion. The root dict means to say. The prefix contra- means against or opposite of. The suffix -tion means the state of and can turn verbs into nouns. The word contradiction means something that is said that is opposite of or opposing something else. "The mayor's many contradictions got him in trouble with the town's voters."

**Transmitter**, trans/mit/ter. The prefix trans- means across. The root mit means to send. The suffix -er means person or thing that does an action. The word transmitter means a thing or person who sends information across a distance. "The transmitter picked up messages from radios far and wide."

**Audience**, aud/i/ence. The root aud means hear. The suffix -ence means state or quality. The word audience means a group of listeners or people who together all have the quality of hearing. "During his violin solo, the audience was completely silent."

#### **Students' practice as a group READING WORDS**

Students read the same list as a group with the teacher and explain the reasoning

The teachers says, "Let's read the list of words. We shall read the same list of words as I did. I want you to identify the prefix and/or suffix and think about the way that the base word can be divided in syllables. Remember that a syllable needs a vowel. Then read the word together and consider its meaning."

#### **Students' application IN READING WORDS**

Students practice reading a set of five words and explain their thinking pronouncing the word and its meaning. They are given 2 minutes to read the words and prepare to share with a partner. At the end, they generate sentences for those words.

The teacher says, "You will now have a list of words that are different from the ones we practiced. I would like you to read them and use our strategy: Box the prefix and/or suffix, underline the vowels in the base word, break the base word into syllables, double underline any roots you see and read the word. You will have two minutes to read the words and determine the pronunciation of each of the words. Together, we shall discuss their meaning."



**Words:**

**Transcribe, vocalize, submitted, prediction, grammar, audible, irrevocable, autograph**

**Transcribe**, tran/scribe The prefix trans means across or over. The root scribe means something in writing. The word transcribe means to copy or write over/down. "She listened to the recording and was able to transcribe what was said."

**Vocalize**, vo/cal/ize. The root voc means voice or to speak out loud. The word vocalize means to utter or to give voice to. "Practicing singing means you have to vocalize a great deal."

**Submitted**, sub/mit/ted. The prefix sub- means under. The root mit means to send. The suffix -ed makes the verb past tense. The word submitted means to send under review. "I submitted my homework so my teacher could grade it."

**Prediction**, pre/dic/tion. The prefix pre- means not. The root dict means to say. The suffix -tion means the state of and can turn verbs into nouns. The word prediction means to say something is going to happen before it does. "We brought umbrellas because the meteorologist's prediction was that it would rain."

**Grammar**, gram/mar. The root gram means something written. The suffix -ar means pertaining to. The word grammar means rules that pertain to writing. "The mistakes I made in my writing assignment were related to grammar. I definitely need to remember punctuation rules."

**Audible**, aud/i/ble. The root aud means hearing. The suffix -ible means able to be. The word audible means able to be heard. "Even though we couldn't hear it, the whistle was audible to our dogs who came running when they heard it."

**Irrevocable**, ir/re/voc/a/ble. The prefix ir- means not. The prefix re- means again. The root voc means voice or to speak out loud. The suffix -able means able to be. The word irrevocable means not able to be taken back again. "His insult was cruel and irrevocable. She would never forget what he said."

**Autograph**, au/to/graph. The root graph means writing. The root auto means self. An autograph is signing your name or writing yourself down. "We asked the athlete for his autograph and he signed his name on our ball."

The teacher says, "Now that you practiced reading on your own and were able to tell what syllable you read, take turns reading words with a partner. The goal is for you to be quick to tell where the vowel is or vowels and what syllable you are reading. Share a sentence for each of your words, too, as words are used in sentences and carry meaning."

### Teacher modeling SPELLING WORDS

Teacher models spelling of two words. Teacher checks the spelling by rereading and examining each word for clarity and accuracy

"Reading and writing are connected. If we can read words, we can also figure out how to spell them. If we know syllables, we can also check our spelling. Now that we know prefixes and suffixes, we can use this knowledge to spell words and better understand their meaning."

I want to spell the word **programmer**. I hear pro - gram - mer. I will write pro which is open, the root gram which I know means writing, and mer. If I wrote just er it would not be right (that would be pronounced pro-GRAY-mer), so I know it has to be mer at the end. Programmer. That means someone who writes computer codes. "The programmer fixed the algorithm many times before it worked."

I want to spell the word **auditorium**. I will follow the same strategy. I hear the root audi which I know means having to do with hearing. I will write the other syllables - to, ri, um. Auditorium is a place where people go to listen, for example, to a concert or play.

### Teacher proceeds:

Scribble, diction, permit, advocate

**Scribble**, scrib/ble. The root scrib means writing. The suffix -ble means able to be. The word scribble means writing produced quickly or carelessly. "We could hardly read the scribble on the white board."

**Diction**, dic/tion. The prefix un- means not. The root dict means to say. The suffix -tion means the state of and can turn verbs into nouns. The word diction

means the pronunciation of things said. "His careful diction helped us to hear his ideas during the debate."

**Permit**, per/mit. The prefix per- means through. The root mit means to send. The word permit means to send through or allow. "He could not permit us to go outside once the thunder and lightning had begun."

**Advocate**, ad/vo/cate. The prefix ad- means to. The root voc means voice or to speak out loud. The word advocate means to give voice on behalf of someone or something. "She was our advocate and stood up for us against the bully."

### Students' practice IN SPELLING WORDS

Students practice spelling 5 words from teacher dictation. Students check each word and confirm accuracy.

**"I will now ask you to spell words. You should always check your spelling and writing by rereading. Make sure to listen carefully to the vowel sound. Say the syllables, think of the prefixes and suffixes, the sounds within each syllable to determine their type, and then spell each sound and check the word and think of its meaning."**

#### Words:

Digraph, describe, dictionary, auditory, omit

**digraph**, di/graph. The prefix di- means two. The root graph means writing. The word digraph means two letters written that make one sound. "The first graders learned about the th, ch, and sh digraphs this week."

**Describe**, de/scribe. The prefix de- means down. The root scribe means write. The word describe means to put into words, or write down, an account of something or someone. "It is hard to describe what the sunset looked like that day."

**Dictionary**, dic/tion/ar/y. The root dict means to say. The suffix -tion means the state of. The suffix -ary means pertaining to. The word dictionary means a book of collected topics, often related to language or things said. "We had to look up the vocabulary word in the dictionary in order to make sense of the sentence."

**Auditory**, aud/i/tor/y. The root aud means hearing. The word auditory means relating to hearing. "Auditory issues can make it difficult to pay attention."



**omit**, o/mit. The root mit means to send. The word omit means to leave out or not send. "When I did not receive my invitation, I worried that she had decided to omit me from the guest list but thankfully it arrived the next day."

### Student Dictation OF SENTENCES

Students write two sentences from dictation. Students are asked to reread their sentences for fluency,

**"We are learning to read and spell words so we can become more accurate in reading and spelling words in sentences. I shall dictate to you a sentence. I would like you to write the words in the sentence. Listen:**

**Sentences:**

The **epigraph**, or the brief **transcription** on the statue, stated that the artist had **submitted** the statue a hundred years ago.

For an actor, **diction** is helpful to make sure the **audience** can hear the **scriptwriter's** words.

### Reading for Fluency

Students read with the teacher a chapter book

The readings are:

Choral Reading

Whisper reading

**We practiced reading words and spelling words. We shall work on reading sentences within a book. We shall read the book \_\_\_\_\_. Yesterday we learned (address Beginning: Characters, Time, Place, Problem; Middle: Events and complications; End: Solution, Emotions if this is a narrative; address main ideas and explanations if it is an informative text; address reasons and examples if this is a persuasive text).**

### Discussion and Response to a Question

**Question:**



**BIG WORDS**  
Breaking Words + Building Meanings.





