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# Building Vocabulary— Level 6

## This sample includes the following:

**Teacher's Guide Cover** (1 page)
**Teacher's Guide Table of Contents** (2 pages)
**Program Architecture** (7 pages)
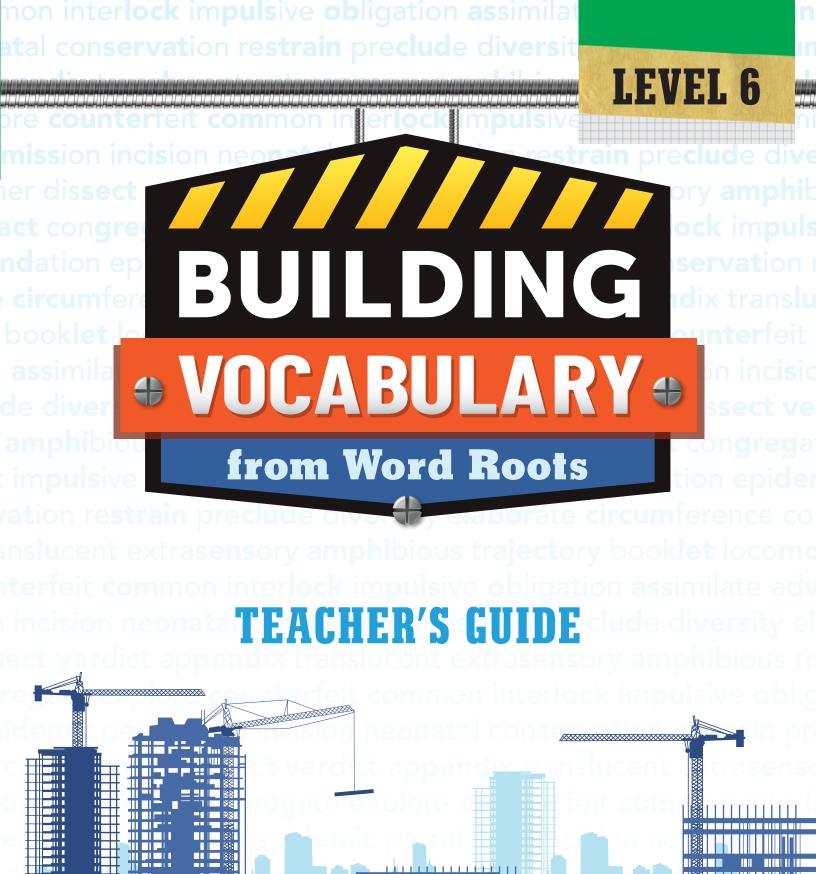**Lesson Plan** (12 pages)
**Meet the Word Parts Slides** (4 pages)

To **Create** a World in which
Children love to Learn!

# BUILDING VOCABULARY

## from Word Roots

# TEACHER'S GUIDE

# TABLE OF CONTENTS

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# OVERVIEW

Level 6 of *Building Vocabulary from Word Roots* builds on students' knowledge about how words work. In early levels of the program, they learned how to use word families (or phonograms or rimes) to decode. They also learned simple prefixes, bases, and suffixes. In Level 5, they learned how to "divide and conquer" longer words to find these roots and determine word meanings.

By the end of Level 6, students will have learned several important Greek and Latin prefixes and suffixes. In addition, they will have learned Latin and Greek bases that provide the core meaning of hundreds of academic words that appear in school texts and on standardized tests.

Below is an example of a **Meet the Root Slide** that accompanies the lesson for the Latin base *pel, puls*. 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 **www.tcmpub.com/bv-games**.

**LEVEL 6**

UNIT 1

Name: _____ Date: _____

## Meet the Root

Lesson 2: Latin Base *pel, puls* = "drive, push"

**Directions:** Turn to your partner, and talk about the meaning of "drive, push" in each of these words. Fill in the blank spokes with two other *pel, puls* words.

expel

propeller

*pel, puls* = "drive, push"

repellent

pulsating

MEET THE ROOT SLIDE 35

### Did You Know?

*Suspend*, *suspenders*, and *suspense* all share the prefix *sus~* base *pend*. But what meaning do these words have in *Sus–* means "under, below," and *pend* means "hang." *A* high-wire artist is *suspended* in air and "hangs" "below" *Suspenders* are straps that "hang" pants or trousers "bel" shoulders. But a *suspense* story leaves us *suspended*. In *suspenseful* stories are often called "cliffhangers" becaus "leave us hanging" with excitement about what will ha

## BUILDING VOCABULARY from Word Roots

DIVIDE AND CONQUER

COMBINE AND CREATE

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.

Unit 1 begins with a review of the concepts of prefixes, bases, and suffixes introduced in earlier levels of *Building Vocabulary*. Students learn five Latin bases that provide the core meaning for vocabulary they will encounter: *mov, mot, mobil* (move); *pel, puls* (drive, push); *ven, vent* (come); *mit, miss* (send); and *serv, servat* (save, keep, serve). This unit also centers on how these bases build meaning when combined with prefixes (e.g., *re–*; *e–, ex–*; *co–, con–, com–*; *in–, im–*; *pre–*; *pro–*).

Students meet more Latin bases in Unit 2: *vert, vers* (turn, change); *ten, tin, tent, tain* (hold); *fac, fic, fact, fect* (do, make); *pend, pens* (weigh, hang, pay); and *sent, sens* (think, feel). Students review familiar words built on these bases and are introduced to more challenging words.

In Unit 3, students study paired Latin and Greek prefixes with similar meanings: *ante–* and *post–* (before, after); *sub–* and *hypo–* (below, under, up from under); *ambi–* and *amphi–* (around, both, on both sides); *contra–, contro–, counter–* and *anti–, ant–* (against, opposite); and *circum–, circu–* and *peri–* (around). By focusing on these prefixes, students learn a large number of unfamiliar academic vocabulary words.

Unit 4 presents parallel Latin and Greek bases, which also guides students to think in conceptual terms as they master specialized vocabulary. The parallel bases presented are *viv, vit* and *bio* (life, live); *nat, natur* and *gen, gener* (be born, give birth, produce); *human* and *anthrop(o)* (human being, humankind); *fort, forc* and *dynam, dynast* (power, strength, strong); and *am(i), amor, amat* and *phil(o)* (love, friend).

The focus of Unit 5 is sets of paired suffixes: *–ize* and *–ization* (to make; the result of acting or making); *–ism* and *–ist* (belief, practice; one who believes or practices); and *–ive* and *–ion* (tending to, inclined to; state or act). By studying these suffixes in pairs, students learn to "flex" words and discover how adding suffixes changes parts of speech while retaining core meaning.

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

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.

For additional support, please refer to the professional development book, *Building Vocabulary with Greek and Latin Roots*, second edition (Rasinski, Padak, Newton and Newton 2020). In this book, you will find additional information about how roots "work," as well as classroom-tested instructional strategies, suggestions for assessment, ways to use a dictionary more effectively—and more!

Program Architecture

## The Vocabulary of Vocabulary

The vocabulary of vocabulary can be confusing. This list shows how various terms interrelate and which are used in *Building Vocabulary*. (**Note:** Some educators use the terms *base* and *root* interchangeably.)

- affix: any word root 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"

- 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*– and *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").

When a prefix assimilates to match the base, there is a doubling of the consonant near the beginning of the word. For example, the word *collect* contains a double *l* near the beginning of the word. Divide between the double consonant, and recognize the assimilated prefix *con*–. The word *collect* was originally formed as "conlect" (*con*– = "with, together"; *lect* = "pick, choose").

A prefix ending in the consonant *n* may assimilate the final *n* into an *m* if the base begins with *b* or *p*. Words such as *combine* (from *con-bine*: to "double together") and *imbibe* (from *in-bibe*: to "drink in") soften the nasal sound of the letter *n* into *m* when a *b* or *p* follows. Thus, students learn to identify words beginning with *im*– and *com*– as containing the Latin prefix *in*– or *con*–.

The Latin prefix *ob*– (up against, in the way) ends in the consonant *b*. Although this prefix assimilates into many spellings, they are recognizable. When this prefix can be easily pronounced with the base that follows, it retains its spelling as *ob*– (e.g., *obstruct*). When *ob*– assimilates, the final *b* of the prefix consistently changes into the first consonant of the base. The result is a doubling of the consonant after the initial *o*. To "divide and conquer," divide between the doubled consonants and translate the prefix into *ob*–. With practice, students will recognize that most English words beginning with *opp*–, *off*–, and *occ*– contain assimilated *ob*– (e.g., *oppose*, *offer*). Note: The prefix *a*–, *ab*–, *abs*– (away, from) does not assimilate. The prefix *dis*–, *di*– assimilates into *dif*– only when the base begins with *f* (e.g., *differ*, *difficult*). Likewise, the prefix *ex*–, *e*– assimilates into *ef*– when the base begins with *f* (e.g., *effect*, *effort*).

## 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.

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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 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 **www.tcmpub.com/bv-games** to practice 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 8 to 10 new words each week 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).

Yet, as Graves (2006) notes, just because there are many more words than we can teach doesn't mean that we shouldn't teach any of them. Some direct instruction is useful, especially for students in middle school and beyond who will need new vocabulary and concepts to learn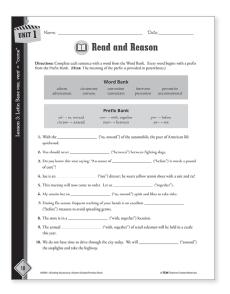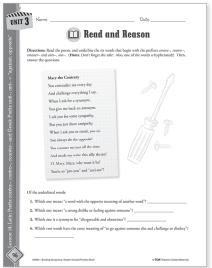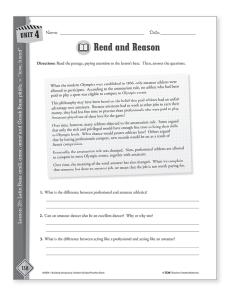 content-area information. Moreover, students who learn the structural and semantic nature of words can master new words that are semantically connected. In this way, instruction becomes efficient and generative—by learning one root, students have clues to meaning for all the words that contain it.

Blachowicz et al. (2006) call for a "comprehensive, integrated, schoolwide" approach to vocabulary instruction, one that encompasses more than a "list of words to teach at the beginning of the week" (526). They urged teachers to make vocabulary a "core consideration" across grade levels and subjects, one that is based on a "common philosophy and shared practices" (527). Salient components of such a program focused on fostering "word consciousness," the "intentional teaching of selected words," and teaching "generative elements of words and word-learning strategies to build independence" (527). Blachowicz et al. (2006) emphasize the critical need for students to make "semantic connections among words," connections students can verbalize. They further noted that research that focuses on teaching structural analysis or morphology has found this approach "generative in learning new words" (530). *Building Vocabulary from Word Roots* is based on these principles.
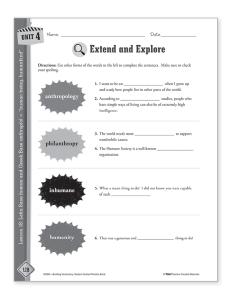
## How Should Vocabulary Be Taught? *(cont.)*

Related to this principle is another: **encourage wide reading**. The more students read, the better. 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).

Share your 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, 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 you post a list of websites or print resources, students can investigate for 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. Make time for students to play word games on their own or with others. Easily accessible word activities are available for students on the internet and in the Appendixes. At the end of the unit, 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.

This information should be read prior to teaching, as instructional choices need to be made based on the information provided. **Note:** A Roots Chart is available on page 172 of the *Student Guided Practice Book*.

## Build Teacher Knowledge

This lesson's Latin base, *serv, servat*, means "save, keep, serve." The two forms are identical in meaning.

The meanings of "save, keep, serve" are related:

- In computers, a *server* is a device that "saves, keeps" data and "serves" it to users known as clients or hosts.

- In European history, *servant*s in aristocratic mansions would "serve" their masters and "keep" the household running efficiently. The word *servitude* (see Read and Reason on page 30 of the *Student Guided Practice Book*) also comes from this base.

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

## Build Student Knowledge

As students encounter words built on the *serv, servat* base, they should apply all meanings of "save, keep, serve" to determine the definition.

Some words built on *serv* begin with the base itself:

- Members of the Armed *Services* "serve" the country.

- Some grateful citizens may say, "Thank you for your *service*," to members of the military.

Many *serv, servat* words begin with directional prefixes:

- *Conservation* is the science of "saving, keeping" natural resources "together" and not wasting them. (*con–* = with, together)

- We make strawberry *preserves* to "keep" the fruit fresh "before" it spoils. (*pre–* = before)

*Serv, servat* is found in many content-area words from social studies (e.g., *conservative*, *servitude*, *Armed Services*, *civil servant*) and science (e.g., *conservation*, *reservoir*, *preservative*, *observatory*).

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

1. The same word can have **multiple meanings**, depending on its context. When we figure out how much something will cost, a *conservative* estimate is a low figure because it "saves" money; but a *conservative* politician may resist change and wish to "keep" things as they are.

2. Words can have **literal** and **figurative** meanings. People make *reservations* at a restaurant to literally "save, keep" "back" a table for a party; but when we have *reservations* about something, an uneasy feeling figuratively "keeps" us "back" from doing it (*re–* = back, again). In the history of the United States, large tracts of land called *reservations* were "kept" "back" by the government and held for Native Americans to live on.

3. A **suffix** can change the function (i.e., the part of speech) and meaning of a word: *observe* (verb), *observant* (adjective), *observation* (noun), *observatory* (noun), *observance* (noun).

Immersing students in words is an important part of building their academic vocabularies. Before completing the Meet the Root activity, begin a word wall for the week.

# Differentiation Strategies

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *serv, servat* words from the classroom word wall or *Student Guided Practice Book* activities. See the 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

Create a list of appropriate content-area words with the Latin base from this lesson. In pairs, have the students work to sort the words by content area. Discuss the results as a class.

## English Language Support

Discuss that *serv, servat* means "save, keep, serve," miming the motion during the lesson by pretending to *save* or *keep* by pulling your hands toward your chest or *serve* by pretending to hold a serving tray as you speak the vocabulary word.

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

## Below-Level Support

When discussing **Meet the Root Slide 15**, give student pairs additional time to talk about the bold words in the sentences before discussing them as a whole class.

## Cognate Connections

Spanish-English cognates to share with students: *conservación* (conservation); *conservador* (conservative); *conservar* (conserve); *observancia* (observance); *observación* (observation); *observatorio* (observatory); *observar* (observe); *preservación* (preservation); *reservación* (reservation); *reservar* (reserve); *reservado* (reserved); *siervo* (serf); *sirviente* (servant); *servir* (serve); *servidor* (server); *servicio* (service); *servil* (servile)

## Spelling Matters

There are no spelling tips for the base *serv, servat*.

## 🔊 Meet the Root
**DAY 1**

### Introduce

Say, "We will learn a Latin base that is used in many common words." Write *serv, servat* on the board.

- Explain that this base can mean "save," "keep," or "serve."
- Display **Meet the Root Slide 14**, which has images of a *server* and a *life preserver*.

Ask students to turn and talk about which of the *serv, servat* words has the meaning of "save, keep" and which has the meaning of "serve." (A *life preserver* can "save" the life of someone who is drowning. The job of a *server* is to "serve" food to customers.)

- As students respond, reinforce the notion of "save" or "keep" with the first graphic and "serve" with the second.

### Discuss

Say, "Whenever we encounter a *serv, servat* word whose meaning we do not know, we will need to try out both meanings of the base and use the one that makes the most sense."

Display **Meet the Root Slide 15** for students to practice "trying out" the two meanings of *serv, servat*.

- Remind them to use the concept of "save, keep" or "serve" in their definitions. For each word, have students try both potential meanings before deciding which is the correct one.

### Apply

Tell students that the words *reserved* and *reservation* can be used in many different contexts.

Display **Meet the Root Slide 16**, and ask student pairs to discuss the meaning of *reserved* and *reservation* in each of these sentences. This is a good opportunity to reinforce the importance of context in determining word meaning.

Tell students that words have an interesting and often surprising history. Read the Did You Know? on **Meet the Root Slide 17**, which gives the history of the word *reservation*.

### Practice

Direct students to the Meet the Root activity on page 28 of the *Student Guided Practice Book*.

- In pairs, have students figure out the meaning of "save, keep" or "serve" in *servant*, *observe*, *conservation*, and *preservative*.
- After a few minutes, ask volunteers to explain how each of the words means "save, keep" or "serve."

Point out the two blanks. Have students think of two other *serv, servat* words with the meaning of "save, keep, or serve." Tell them to put one of the words in each blank and then write sentences for four of the words.

# LATIN BASE *serv, servat* = "save, keep, serve" *(cont.)*

## Divide and Conquer

**DAY 2**

Direct students to the Divide and Conquer activity on page 29 of the *Student Guided Practice Book*.

Say, "Let's 'divide and conquer' five words with the base *serv, servat*. Let's do the first word together. We will draw a slash between the prefix and base. 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. Thinking about the meanings of each prefix and the base *serv, servat,* 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 words *save*, *keep*, or *serve* to ensure that the definition makes sense.

Discussion of each new word is essential to expanding 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 "save, keep" or "serve" in the word _____? Accept either "save, keep" or "serve" in students' answers as long as their explanations make sense.

- 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. | reserve | back, again | save, keep, serve | A |
| 2. | observatory | up against, over | save, keep, serve | E |
| 3. | reservoir | back, again | save, keep, serve | C |
| 4. | preservative | before | save, keep, serve | D |
| 5. | conservative | with, together | save, keep, serve | B |

Building with Latin Bases

Guide students through pages 30–33 to complete the rest of this lesson. Read the directions at the top of each page.

## 📖 Read and Reason

**DAY 3**

This passage gives students practice recognizing *serv, servat* words in context.

### Answers

observed, servitude, servile, subservient, reservations

1. observed
2. reservations
3. servitude (also accept *servile* or *subservient*)

## 🧠 Combine and Create

**DAY 4**

This activity gives students practice using suffixes, plurals, and verb tenses to generate multiple forms of a word.

### Answers

1. reservation
2. reserved
3. reserves
4. preserver
5. preservatives
6. preserves
7. observant
8. observation
9. conservation
10. conservative

## 🔍 Extend and Explore

**DAY 5**

This activity gives students practice using descriptive sentences to figure out "save, keep" or "serve" words.

### Answers

1. B
2. C
3. E
4. A
5. D

## 🎯 Cloze Text

**REVIEW**

### Scoring Guide

7–8 blanks filled correctly: Outstanding

5–6 blanks filled correctly: Satisfactory

4 or fewer blanks filled correctly: Unsatisfactory

1. preserving
2. conservationists
3. conserve
4. preserve
5. observe
6. observance
7. servants
8. service

# LATIN BASE *serv, servat* = "save, keep, serve" *(cont.)*

## Definitions at a Glance

**conservation:** the "keeping, saving" "together" of natural resources (*con–* = with, together)

**conservationist:** one who works to "keep" "together" natural resources in the environment (*con–* = with, together)

**conservative:** "keeping" things (such as money, policies) "together" as they are; cautious or moderate (*con–* = with, together)

**conserve:** to "keep" "together" and "save" (as in "to conserve energy," "to conserve space") (*con–* = with, together)

**observance:** the "keeping" of laws and rules; the "keeping" of a tradition or holiday in a service or ritual; literally, "the act of keeping close to rules" (*ob–* = up against, over) (**Note:** in the plural, **observances** refers to a funeral "service.")

**observation:** the act of noticing or "keeping" a watch "over" someone or something (*ob–* = up against, over)

**observatory:** a place or lookout point from which to "keep" a close watch "over" things in the far distance or in the air (*ob–* = up, against, over)

**observe:** to "keep" a close watch over; to notice; also, to follow closely and obey (as in "to observe the speed limit"); to "keep" "close to" rules and laws (*ob–* = up, against)

**preservative:** a chemical or other substance that "keeps, saves" food "before" it spoils (*pre–* = before)

**preserve:** (verb) to "save" or "keep" something "before" it is lost or destroyed; (noun) fruit "kept, saved" with sugar "before" spoiling (*pre–* = before)

**preserver:** (as in "life preserver") a floating device that "saves" one's life "before" drowning (*pre–* = before)

**reservation:** the "keeping" "back" and "saving" of something for future use (such as a table at a restaurant or seats for a concert); also, a concern or misgiving that "keeps" one "back" from full agreement or approval; in social studies, a tract of

public land "kept" "back" for American Indians (see **Meet the Root Slide 17**) (*re–* = back, again)

**reserved:** "keeping" "back" emotions; self-restrained; not showing feeling (as in "a reserved disposition"); also, "kept" "back" for future use (as in "a reserved library book") (*re–* = back, again)

**reservoir:** a man-made or natural lake of water that is "kept, saved" "back" for use by a community (*re–* = back, again)

**servant:** one who "serves" by performing household chores (as in "a domestic servant"); also, one who "serves" the government or the people (as in "public servant" and "civil servant")

**serve:** to act as a servant (see above); to wait tables or render a service; to perform duties

**server:** one who "serves" food at a restaurant; a device that "saves" data and "serves" it to users

**service:** the act of helpful activity that "serves" others or a cause; any branch of the military that "serves" the country (as in "the Armed Services)

**servile:** slavish; having the characteristics of one who has been forced to "serve" a master

**servitude:** enslavement; the state or condition of being forced to "serve" a master

**subservient:** "serving" "below" someone from an inferior or lowly position; blindly obedient to a superior (*sub–* = beneath, under)

pre serve

Name: _____  Date: _____

# 📢 Meet the Root

**Directions:** Turn to your partner, and talk about the meaning of "save, keep" or "serve" in each of these words. Fill in the blank spokes with two other *serv, servat* words.

| | |
|---|---|
| servant | observe |
| conservation | **serv, servat = "save, keep" or "serve"** | preservative |
| | |

Write sentences for four of the words. Make sure that "save, keep" or "serve" 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.) In the second blank, write the meaning of the base. Then, choose the best definition from the Definition Bank. Write the letter in the box.

## Prefix Bank

*con–* = with, together    *ob–* = up against, over    *pre–* = before    *re–* = back, again

| | Word | Prefix means | Base means | |
|---|---|---|---|---|
| 1. | r e s e r v e | _____ | _____ | ☐ |
| 2. | o b s e r v a t o r y | _____ | _____ | ☐ |
| 3. | r e s e r v o i r | _____ | _____ | ☐ |
| 4. | p r e s e r v a t i v e | _____ | _____ | ☐ |
| 5. | c o n s e r v a t i v e | _____ | _____ | ☐ |

## Make It Yours!

1. Choose two words, and use both in the same sentence.

2. The word *reserve* means "to save or keep something back." What would a water *reservoir* be used for?

3. What are some things you might see through a telescope at an *observatory*?

4. Explain how the word *conservative* might describe a person's use of money.

## Definition Bank

A. to call ahead and keep something back for future use

B. cautious and moderate; keeping things together as they are

C. a lake that keeps back water for use by a community

D. a chemical or additive that keeps or saves food from spoiling

E. a place, such as a planetarium, for keeping a close watch over the stars and planets

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## 📖 Read and Reason

**Directions:** Read the passage, and underline the five words built on *serv, servat*.  Write the words on the lines.  Then, answer the questions.

History shows us that people do many wonderful things.  Unfortunately, historians have also observed that people can be cruel to one another.  For example, many societies throughout the world have taken part in the involuntary servitude of people.  They have captured victims in war, enslaved them, and made them work the land and perform other servile chores.

Because the enslavers benefited from this system, most of them resisted change.  They held views that mistakenly led them to believe it was a good thing to own another human being!  They kept their victims in subservient positions.

Over time however, most societies did away with slavery.  As human history progresses, it seems to march gradually toward freedom for all.  This is why some people have reservations that we are not careful enough to learn from history's mistakes.

_____  _____  _____  _____

_____

Of the underlined words, which one means:

**1.** that I noticed something? _____

**2.** feelings of concern that keep me back from approving of something? _____

**3.** the institution of slavery? _____

# Combine and Create

**Directions:** Use other forms of the words to the left to complete the sentences.  Make sure to check your spelling.

**reserve**

1. We should call ahead and make a _____ at the restaurant.

2. My aunt has a shy and _____ disposition.

3. My uncle is patriotic and has joined the _____ .  He is ready to help in a national emergency!

**preserve**

4. My inflatable swimming ring has a warning printed on it: "Not to be used as a life _____ ."

5. Read the ingredients.  This ice cream is full of _____!

6. Every summer, we pick strawberries, add sugar, and make _____ .

**observe**

7. How _____ of you to notice that I changed my hairstyle!

8. The doctors are keeping the patient under _____ for the next several days.

**conserve**

9. I want to protect the environment and study _____ when I go to college.

10. I do not like to spend any more than I have to.  I am a _____ manager of money.

Name: _____     Date: _____

# 🔍 Extend and Explore

**Directions:** Draw a line to match the phrase to the statement.

| Phrase | | Statement |
|---|---|---|
| **1.** fiscal conservative | | **A.** I keep food from spoiling. |
| **2.** observant reader | | **B.** I do not like wasting money. |
| **3.** environmental conservationist | | **C.** I notice a lot of details in books. |
| **4.** chemical preservative | | **D.** I do not want my clothes to attract attention. |
| **5.** conservative dresser | | **E.** I want to save the world from pollution and climate change. |

# Review: Cloze Text

**Directions:** Fill in the blanks with the words below.  Each word will be used once.

| | | | |
|---|---|---|---|
| conservationists | observance | preserve | servants |
| conserve | observe | preserving | service |

Over several decades, a growing number of people have become interested in saving and _____ our country's natural resources and environment.  These people call themselves _____ because they work to keep natural resources safe.  Conservationists remind us to _____ water by not letting the tap run.  They also tell us about the need to _____ forests, prairies, lakes, and rivers before they are lost or destroyed.  They also serve as guides for visitors to national parks.  That way, they can closely watch and _____ visitors so that they do not damage or destroy any part of the parks.  They even advocate for the _____ of special holidays, such as Earth Day, during which we celebrate our natural resources.  They ask all of us to think about the impact that our ways of life have on our environment.  For example, think about the impact that the emissions from jet airplanes make on our environment next time you book an airline flight.  Truly, conservationists are public _____ of our environment.  We should all thank them for the _____ they perform to help save our natural resources.

# Bases *serv, servat*

# Base *serv, servat*

Which of these *serv, servat* words means "save, keep," and which means "serve"?

1. join the armed **services**

2. strawberry **preserves**

3. wildlife **conservation**

4. **reserve** a library book

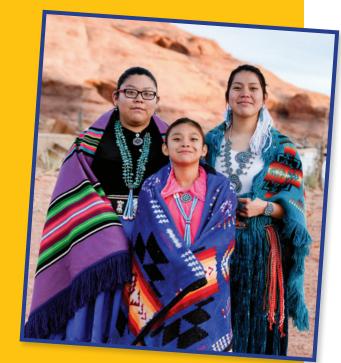5. **serve** a meal

# Base *serv, servat*

The words *reserved* and *reservation* have many meanings.  What do they mean in each of these contexts?

1. I made dinner **reservations**.

2. She has **reservations** about going into that dark house.

3. Many Americans Indians live together on **reservations**.

4. I have **reserved** judgment until I see more evidence.

5. He is usually **reserved** when talking with others.

# Did You Know?

When European settlers came to North America, they drove the native people off their land. American history tells of many battles between the European pioneers and the American Indian tribes. By the end of the nineteenth century, most tribes had been forced to give up their land. To *preserve* their way of life, however, American Indians demanded to "keep" "back" certain portions of land for themselves so that they could live in peace without fear of future invasions. The American government "kept" "back" special tracts of land to be used only by these displaced people and their descendants. These areas where they could live together in peace came to be known as *reservations*.