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Building Vocabulary— Level 9

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (2 pages)

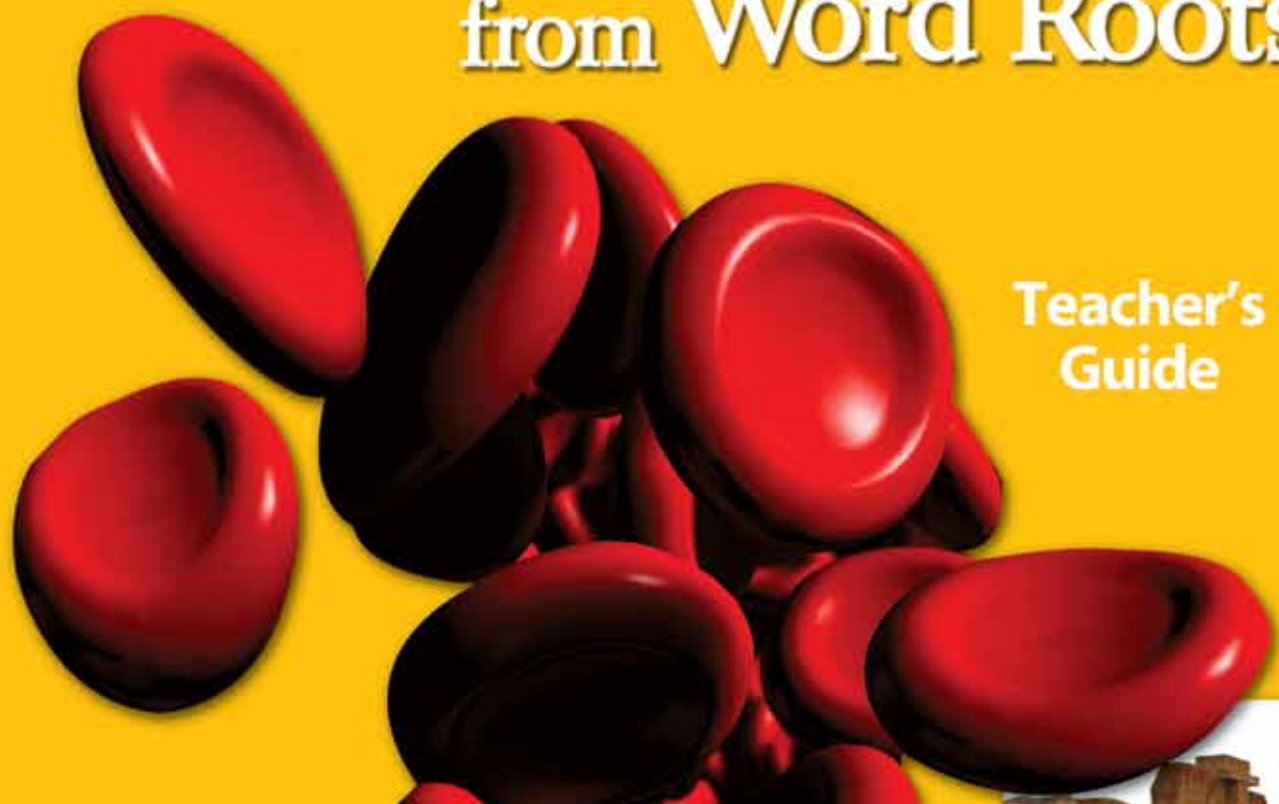
Management (2 pages)

Lesson Plan (11 pages)

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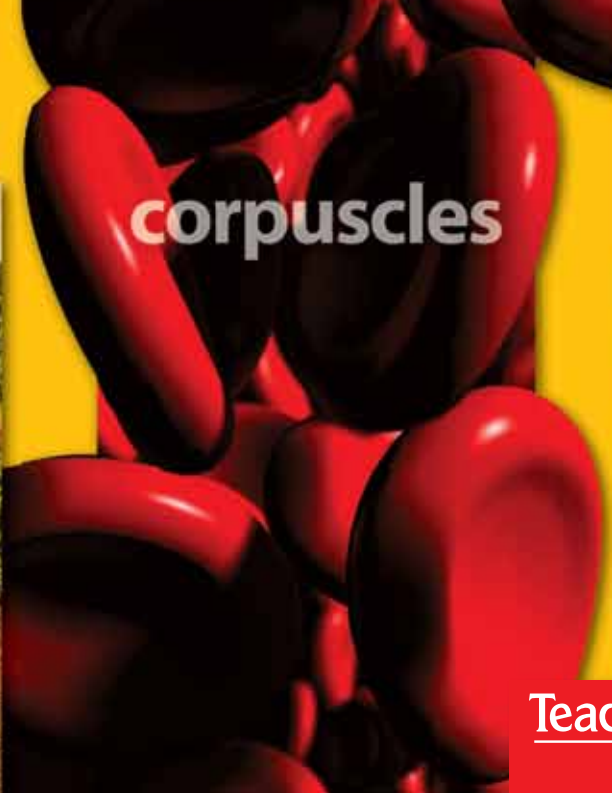
Building VOCABULARY from Word Roots



Teacher's
Guide



agriculture



corpuscles



disintegrate

Management

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Components of the *Building Vocabulary Kit*

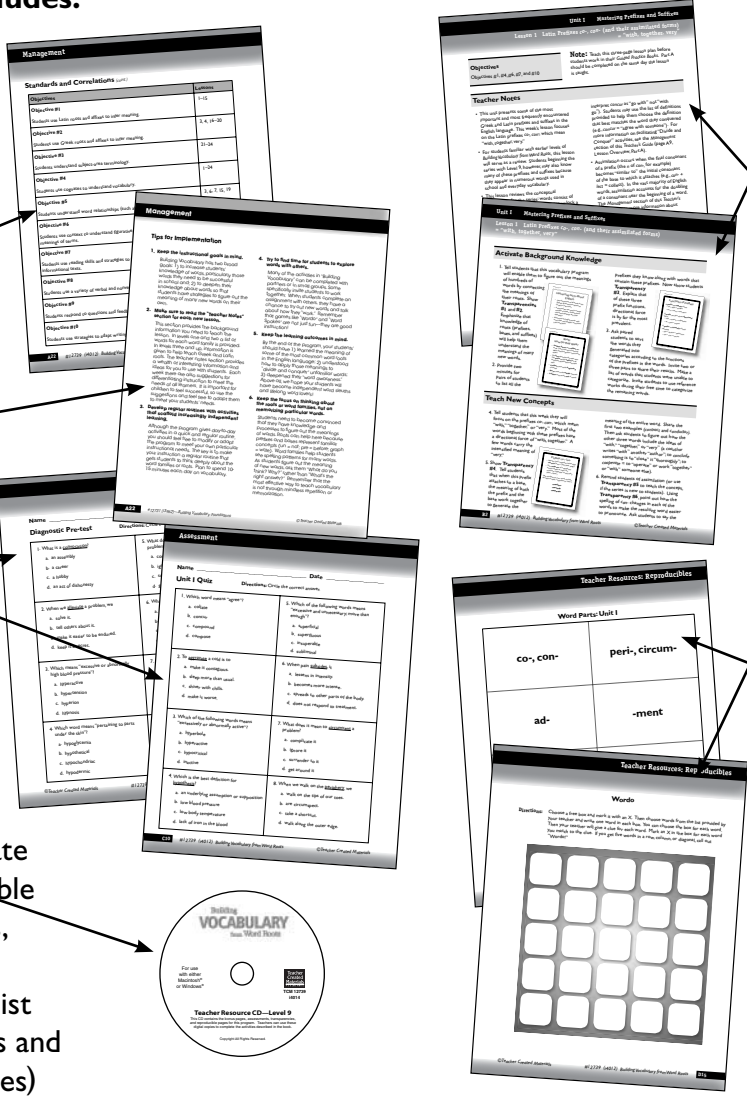
Teacher's Guide includes:

Standards and Correlations Chart
(in Management Section)

Tips for Implementation

Assessments

Teacher Resource CD
(includes bonus activities to differentiate instruction, reproducible templates, word cards, assessment charts, transparencies, and a list of all the word families and word roots in the series)



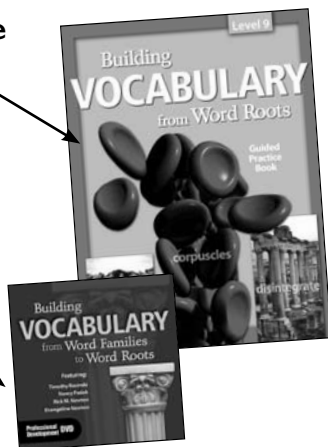
Lessons
(correspond to each lesson from the student *Guided Practice Book*)

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

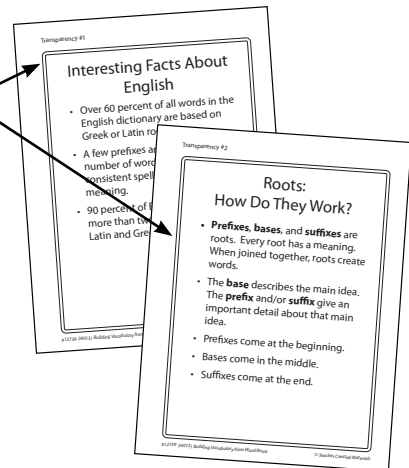
Other Components Include:

Guided Practice Book (student book)

Professional Development DVD



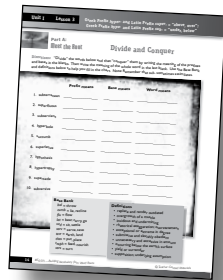
Transparencies
(in the transparency folder)



How to Use This Program

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

Lesson Overview



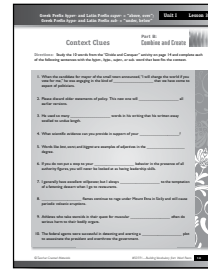
Each lesson in the *Guided Practice Book* begins with **Part A** (“Meet the Root”). This activity is called “Divide and Conquer,” and it provides the foundation for all activities that follow. It asks students to divide words into their

word parts, which requires them to identify the Greek and Latin roots from each lesson. Students “conquer” words by writing the meaning of each word part and finally, the meaning of the entire word. Since this is intended as an explicit instruction day, help students by using the following suggestions:

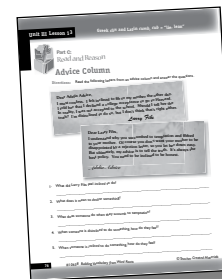
Remind students that when we translate bases and prefixes, we normally put the base first (as the core of the word) and then add the meaning of the prefix. For example, the word *convene* does not mean “together come,” although the roots appear in that order; translate the base first in order to produce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

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

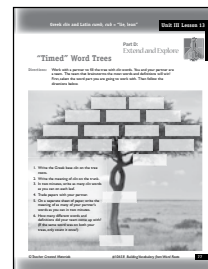
The first word in each “Divide and Conquer” activity is often the most challenging, so students will benefit from explicit instruction. Then students will be better able to independently “divide and conquer” the remaining words on the list.



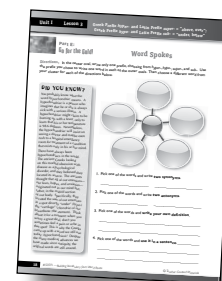
← In **Part B** (“Combine and Create”), students compose English words from the word roots. Usually, in this part of the lesson, students analyze something and record an English word as the answer.



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



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



← In **Part E** (“Go for the Gold!”), students enjoy a variety of vocabulary activities and games for additional word-root practice and review.

Lesson 5 Latin Suffixes *-ment* = “thing or object” and *-itude* = “state or quality”**Objectives**

Objectives #1, #4, #6, #7, and #10

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

Teacher Notes

- This week’s lesson focuses on the Latin suffix *-ment*, which means “thing or object” and the Latin suffix *-itude*, which means “state or quality.” The main function of a suffix is to indicate a word’s part of speech. Suffixes fall into three broad categories: *noun suffixes*, *adjectival suffixes*, and *verb suffixes*.
- Unlike prefixes and bases, most Greek and Latin suffixes have such wide-ranging meanings that it is not necessary—or even advisable—to “lock in” a single definition for a single suffix. Do not ask students to memorize dictionary-sounding phrases like “characterized by,” “pertaining to,” “having the quality of,” etc. Encourage them to describe the word, rather than give a technical definition. Also encourage them to provide a context for the word, using it in a short phrase.
- Help students see that suffixes enable us to “flex” vocabulary. Many words that contain the same prefix and base can end in a variety of suffixes. A suffix enables us to change a noun (e.g., *fundament*: one suffix) to an adjective (*fundamental*: two suffixes (*-ment* + *-al*)) to an abstract noun (*fundamentalism*: three suffixes (*-ment* + *-al* + *-ism*)) to another noun indicating a person (*fundamentalist*: three suffixes (*-ment* + *-al* + *-ist*)).
- This week’s lesson presents a pair of Latin suffixes that will engage students in thinking about the categories of abstract nouns and concrete nouns. As students progress in school, they encounter more words that express abstract ideas and advanced concepts. Being aware of suffixes can be especially helpful as students encounter more challenging conceptual vocabulary. Many words ending in the Latin suffix *-itude*, for example, are not part of most students’ “active vocabulary” (few students actually write or say words like *pulchritude*, *fortitude*, and *magnitude*.) But by identifying the suffix as an abstract noun indicating “state or quality,” they can often arrive at an idea of the word’s basic meaning.
- By contrast, students use many words ending in the suffix *-ment* in their daily active vocabulary because words such as *apartment*, *basement*, and *judgment* refer to tangible, concrete items with which students are familiar. But this suffix also appears in important academic vocabulary. For example, words like *firmament*, *fundament*, *increment*, *sentiment*, and *predicament* end in this suffix.
- Students will use the “Divide and Conquer” strategy throughout the series in Part A of each lesson. Explain that students will “divide” words with a slash (/) between word roots (e.g., between the prefix and the base, as in the word *solitude* = sol/itude). Then they will write the meaning of the word roots on the lines provided (e.g., *sol* = “alone” and *-itude* means “state or quality”). Finally, students will write the meaning of the whole word

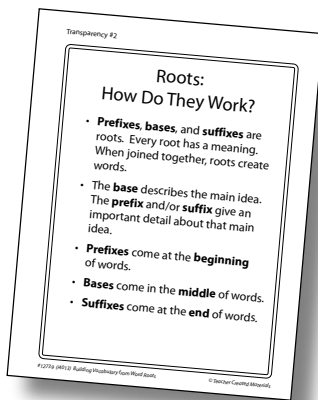
Teacher Notes (cont.)

on the line provided (e.g., *solitude* = “state or quality” “alone”). Students may use the list of definitions provided to help them choose the definition that best matches the word they conquered (e.g., *solitude* = “isolation,” or the state of being alone).

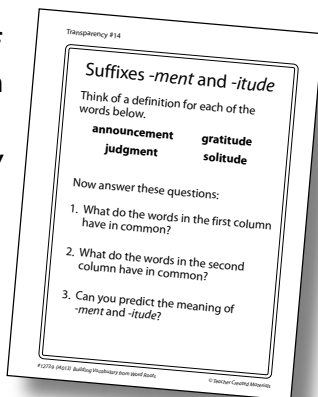
Direct students to *Guided Practice Book* pages 24–28 to find the activity pages for Unit I, Lesson 5, Parts A–E.

Activate Background Knowledge

1. Tell students that this week’s lesson focuses on two common suffixes: *-ment* and *-itude*. Show **Transparency #2** again. Draw students’ attention to the definition of *suffix*.



2. Tell students that you will give them some clues to see if they can figure out the meaning of the suffixes *-ment* and *-itude*. Show students **Transparency #14**.



Ask them to work in pairs and think of a definition for each of the words listed on the transparency (*announcement* = saying something; *judgment* = deciding something; *gratitude* = appreciation; *solitude* = being alone).

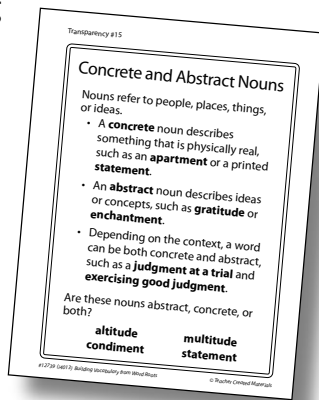
Note: Students’ answers do not need to be precise dictionary definitions.

3. Return to **Transparency #14**. Ask students to work with their partners and answer the italicized questions: *What do the words in the first column have in common?* (e.g., they are something you say or make); *What do the words in the second column have in common?* (e.g., they are ways you feel); *Can you predict the meaning of *-ment* and *-itude*?* Accept students’ predictions. Then tell them that *-ment* means “thing or object” and *-itude* means “state or quality.” Now revisit the four words and ask a volunteer to define each one using the words “thing, object” or “state, quality.”

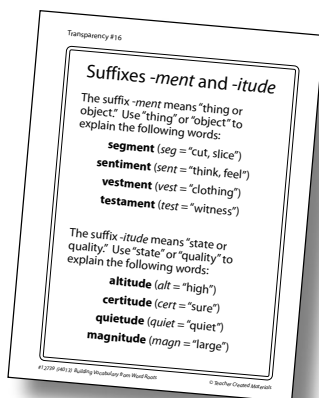
4. Ask students to identify the base of each word (*announce*, *judge*, *grat*, and *sol*). Now ask pairs of students to select one base and generate words containing that base. Give students one minute to list as many words as they can. Write their responses on the board.

Teach New Concepts

5. Remind students that a noun is a “person, place, or thing.” Persons and places always have a physical reality; therefore, we call such nouns *concrete nouns*. In addition, there are many different *things*: Those that we can touch and that have a physical reality are also *concrete nouns*. But nouns that refer to ideas, states, or qualities that we cannot touch are called *abstract nouns*. This week’s suffixes present one concrete noun suffix (*-ment*) and one abstract noun suffix (*-itude*).
6. Now show **Transparency #15**. This draws students’ attention to concrete and abstract nouns, using *-ment* and *-itude* words as examples. After students finish the activity, ask volunteers to identify concrete words (*condiment*, *multitude*) and the abstract words (*altitude*, *statement*).



7. Show students **Transparency #16**. Tell them that each of these words has either *-ment* or *-itude*. Ask them to work in pairs and see how many of these words they can figure out by using “thing or object” or “state or quality.” Point out that the meaning of each base word is provided.
8. Ask volunteers to share their ideas for each word.



Emphasize the concept of “thing or object” or “state or quality” in each word (*segment*, *sentiment*, *vestment*, *testament*; *altitude*, *certitude*, *quietude*, *magnitude*). **Note:** Students do not need to generate a precise definition of each word. (Each of these words is in “Definitions for Teachers” on the *Teacher Resource CD*.)

Differentiation Strategies

Above Level Support

Have students use an online dictionary to research other *-ment* and *-itude* words and share their findings with the class.

English Language Support

Have students choose concrete nouns from the transparencies to illustrate on a 5 x 8 card. For example, students can illustrate *condiment* or *multitude*. You may wish to post these illustrations in the classroom for reference throughout the lesson.

Below Level Support

Pair students with above- or on-grade level students to complete the activities. As students become more comfortable with the activities, they can begin to work independently.

Guided Practice Pages Parts A–E

Guide students through lesson plan pages B28–B30 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.



**Part A:
Meet the Root**

Students "divide and conquer" a list of words by identifying the word roots. See *Guided Practice Book* page 24.

Answers

1. alone + state = isolation
2. clothing + object = regal or priestly robes
3. cut + object = portion
4. witness + thing = will signed in the presence of witnesses
5. hold + thing = crowded apartment building
6. strong + quality = strength of character
7. large + quality = larger size or scope
8. many + state = crowd or throng
9. certain + state = surety
10. feel + quality = feelings

Unit I Lesson 5 Latin Suffixes *-ment* = "thing or object" and *-itude* = "state or quality"

Part A: Meet the Root **Divide and Conquer**

Directions: "Divide" the words below and then "conquer" them by writing the meaning of the bases and suffixes in the blanks. Then write the meaning of the whole word in the last blank. Use the Base Bank and definitions below to help you fill in the chart.

	Base means	Suffix means	Word means
1. solitude			
2. vestments			
3. segment			
4. testament			
5. tenement			
6. fortitude			
7. magnitude			
8. multitude			
9. certitude			
10. sentiments			

Base Bank
 cert = sure, certain
 fort = strong
 magn = big, large
 multi = much, many
 seg = cut, slice
 sent = think, feel
 sol = alone
 ten = hold
 test = witness
 vest = clothing

Definitions
 • feelings
 • isolation
 • crowded apartment building
 • regal or priestly robes
 • crowd or throng
 • legacy; will signed in the presence of witnesses
 • large size or scope
 • confidence; surety
 • strength of character
 • portion

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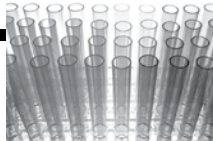
Unit I Lesson 5 Latin Suffixes *-ment* = "thing or object" and *-itude* = "state or quality"

Part B: Combine and Create **Context Clues**

Directions: Study the 10 words from the "Divide and Conquer" activity on page 24 and complete each of the following sentences with the *-ment* or *-itude* word that best fits the context.

1. In his Last Will and _____, the rich uncle bequeathed all his money to charity, leaving his heirs understandably disappointed.
2. I can predict with a considerable degree of _____ that, within the next 20 years, American automobiles will be consuming less fossil fuel.
3. Whoever is elected president next year will face a _____ of problems on both the domestic and international fronts.
4. Many people admire Nelson Mandela for the _____ he displayed in leading the movement against apartheid in South Africa.
5. The economic crisis affecting the United States is of such _____ that it has engulfed the entire world.
6. At the coronation ceremony, the crowd was dazzled by the splendor of the king's ornate _____.
7. My brother is a party animal. He cannot endure even five minutes of _____; He always has to have company!
8. The living conditions in the _____ were deplorable.
9. "My _____ exactly!" he said in enthusiastic agreement.
10. In the final _____ of today's program, we will open the floor for questions from the audience.

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**Part B:
Combine and Create**

Students complete sentences with the correct vocabulary words. For additional support, reference the definitions in the "Divide and Conquer" activity and on the *Teacher Resource CD*. You might also have students work in pairs or small groups to discuss the words and their root-based definitions. See *Guided Practice Book* page 25.

Answers

- | | |
|--------------|---------------|
| 1. Testament | 6. vestments |
| 2. certitude | 7. solitude |
| 3. multitude | 8. tenement |
| 4. fortitude | 9. sentiments |
| 5. magnitude | 10. segment |

Lesson 5 Latin Suffixes *-ment* = "thing or object" and *-itude* = "state or quality"

Unit I Lesson 5

Latin Suffixes *-ment* = "thing or object" and *-itude* = "state or quality"

Part C: Read and Reason

Reading for Meaning

Directions: Read the passage and answer the questions that follow.

Nature vs. Nurture

You probably take several standardized tests in school. Aptitude tests measure your potential for learning. Achievement tests measure what you have learned. These tests usually contain many segments.

Psychologists and geneticists are interested in two questions these tests pose about human beings: (1) How much of who we are is determined by our genetic makeup? (2) How much is determined by our environment? It is difficult to document our answers. How can we know with certainty if nature or nurture is the predominant factor? A multitude of sentiments have been voiced on this question.

Studies of twins and adopted children have examined the nature vs. nurture debate. Scientists compare similarities in personality between twins, both those raised in the same house and those raised apart. Identical twins, who share 100 percent of their DNA, have the same "nature" but a different "nurture" when raised in different houses. Scientists also study children who are born to different parents but who are raised in the same adoptive family. The "nurture" of such children is similar, but their "nature" differs.

The scientific judgment on the "nature vs. nurture" debate is that almost nothing about us is solely determined by genetics or environment. Some traits, such as eye color, are "predominantly genetic." Others, such as language, are "predominantly environmental." But the most important factors are "interactional," resulting from the interaction of our nature with our nurture. Our height and weight, for example, are biologically based but also influenced by the nutrition and health afforded by our environment.

Psychologist Donald Hebb gave a profound answer when asked, "Does nature or nurture contribute more to personality?" He reacted with another question, "Which contributes more to the area of a rectangle? Its height or its width?"

1. Why would height or weight be called "interactional" factors?

2. Briefly explain Donald Hebb's comment.

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Part C: Read and Reason

Students read a passage and answer questions about the vocabulary. See *Guided Practice Book* page 26.

Answers

Answers will vary.



Part D: Extend and Explore

Students use a chart to sort abstract and concrete words. See *Guided Practice Book* page 27.

Answers

Concrete

condiment
tenement

Both

supplement
implement
inducement
multitude
increment

Abstract

predicament
magnitude
fortitude
gratitude
certitude
ineptitude
attitude

Unit I Lesson 5

Latin Suffixes *-ment* = "thing or object" and *-itude* = "state or quality"

Part D: Extend and Explore

Word Sort

Directions: Put the following words where they belong on the chart. Be ready to explain your choices.

condiment	supplement	implement	predicament	increment
inducement	tenement	multitude	magnitude	fortitude
gratitude	certitude	ineptitude	attitude	

Concrete	Abstract	Both

Now explain the words in the "Both" column. Write descriptions of how the words can be both abstract and concrete.

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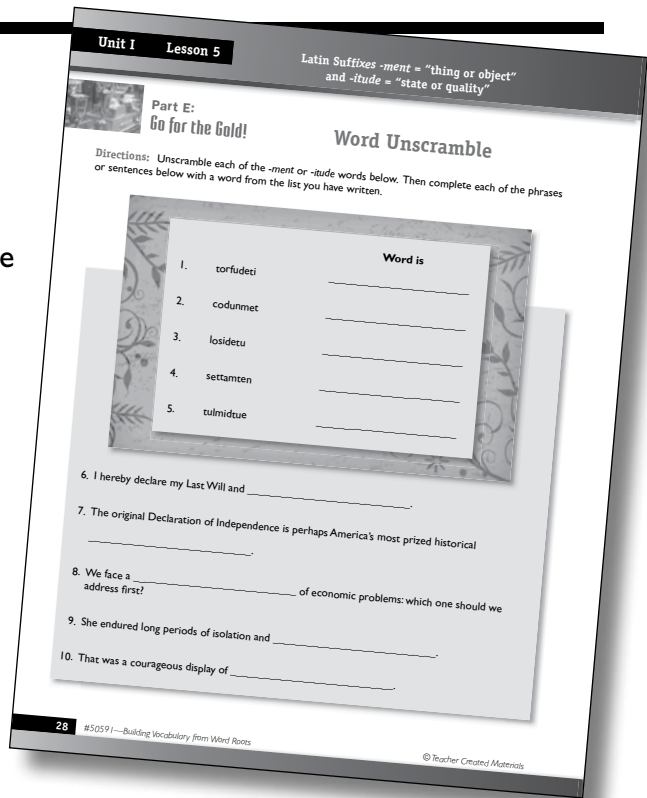
Part E:
Go for the Gold!

Students unscramble words to match the definitions provided and then use the words to complete sentences. See *Guided Practice Book* page 28.

Answers

1. fortitude
2. document
3. solitude
4. testament
5. multitude
6. Testament
7. document
8. multitude
9. solitude
10. fortitude

For additional practice pages, see the *Teacher Resource CD* (Bonus Pages folder: Crossword Puzzles.pdf).





Part A:
Meet the Root

Divide and Conquer

Directions: "Divide" the words below and then "conquer" them by writing the meaning of the bases and suffixes in the blanks. Then write the meaning of the whole word in the last blank. Use the Base Bank and definitions below to help you fill in the chart.

	Base means	Suffix means	Word means
1. solitude	_____	_____	_____
2. vestments	_____	_____	_____
3. segment	_____	_____	_____
4. testament	_____	_____	_____
5. tenement	_____	_____	_____
6. fortitude	_____	_____	_____
7. magnitude	_____	_____	_____
8. multitude	_____	_____	_____
9. certitude	_____	_____	_____
10. sentiments	_____	_____	_____

Base Bank

- cert* = sure, certain
- fort* = strong
- magn* = big, large
- mult(i)* = much, many
- seg* = cut, slice
- sent* = think, feel
- sol* = alone
- ten* = hold
- test* = witness
- vest* = clothing

Definitions

- feelings
- isolation
- crowded apartment building
- regal or priestly robes
- crowd or throng
- legacy; will signed in the presence of witnesses
- large size or scope
- confidence; surety
- strength of character
- portion

Context Clues

Part B: Combine and Create



Directions: Study the 10 words from the "Divide and Conquer" activity on page 24 and complete each of the following sentences with the *-ment* or *-itude* word that best fits the context.

1. In his Last Will and _____, the rich uncle bequeathed all his money to charity, leaving his heirs understandably disappointed.
2. I can predict with a considerable degree of _____ that, within the next 20 years, American automobiles will be consuming less fossil fuel.
3. Whoever is elected president next year will face a _____ of problems on both the domestic and international fronts.
4. Many people admire Nelson Mandela for the _____ he displayed in leading the movement against apartheid in South Africa.
5. The economic crisis affecting the United States is of such _____ that it has engulfed the entire world.
6. At the coronation ceremony, the crowd was dazzled by the splendor of the king's ornate _____.
7. My brother is a party animal. He cannot endure even five minutes of _____. He always has to have company!
8. The living conditions in the _____ were deplorable.
9. "My _____ exactly!" he said in enthusiastic agreement.
10. In the final _____ of today's program, we will open the floor for questions from the audience.



Part C:
Read and Reason

Reading for Meaning

Directions: Read the passage and answer the questions that follow.

Nature vs. Nurture

You probably take several standardized tests in school. Aptitude tests measure your potential for learning. Achievement tests measure what you have learned. These tests usually contain many segments.

Psychologists and geneticists are interested in two questions these tests pose about human beings: (1) How much of who we are is determined by our genetic makeup? (2) How much is determined by our environment? It is difficult to document our answers. How can we know with certitude if nature or nurture is the predominant factor? A multitude of sentiments have been voiced on this question.

Studies of twins and adopted children have examined the nature vs. nurture debate. Scientists compare similarities in personality between twins, both those raised in the same house and those raised apart. Identical twins, who share 100 percent of their DNA, have the same "nature" but a different "nurture" when raised in different houses. Scientists also study children who are born to different parents but who are raised in the same adoptive family. The "nurture" of such children is similar, but their "nature" differs.

The scientific judgment on the "nature vs. nurture" debate is that almost nothing about us is solely determined by genetics or environment. Some traits, such as eye color, are "predominantly genetic." Others, such as language, are "predominantly environmental." But the most important factors are "interactional," resulting from the interaction of our nature with our nurture. Our height and weight, for example, are biologically based but also influenced by the nutrition and health afforded by our environment.

Psychologist Donald Hebb gave a profound answer when asked, "Does nature or nurture contribute more to personality?" He retorted with another question, "Which contributes more to the area of a rectangle? Its height or its width?"

1. Why would height or weight be called "interactional" factors? _____

2. Briefly explain Donald Hebb's comment. _____

Word Sort

Part D: Extend and Explore



Directions: Put the following words where they belong on the chart. Be ready to explain your choices.

condiment	supplement	implement	predicament	increment
inducement	tenement	multitude	magnitude	fortitude
gratitude	certitude	ineptitude	attitude	

Concrete	Abstract	Both

Now explain the words in the "Both" column. Write descriptions of how the words can be both abstract and concrete.


Part E:
Go for the Gold!
Word Unscramble

Directions: Unscramble each of the *-ment* or *-itude* words below. Then complete each of the phrases or sentences below with a word from the list you have written.

		Word is
1.	torfudeti	_____
2.	codunmet	_____
3.	losidetu	_____
4.	settamten	_____
5.	tulmidtue	_____

6. I hereby declare my Last Will and _____.

7. The original Declaration of Independence is perhaps America's most prized historical _____.

8. We face a _____ of economic problems: which one should we address first?

9. She endured long periods of isolation and _____.

10. That was a courageous display of _____.