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Building Vocabulary— Level 4

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 4

BUILDING

VOCABULARY

from Word Roots

TEACHER'S GUIDE

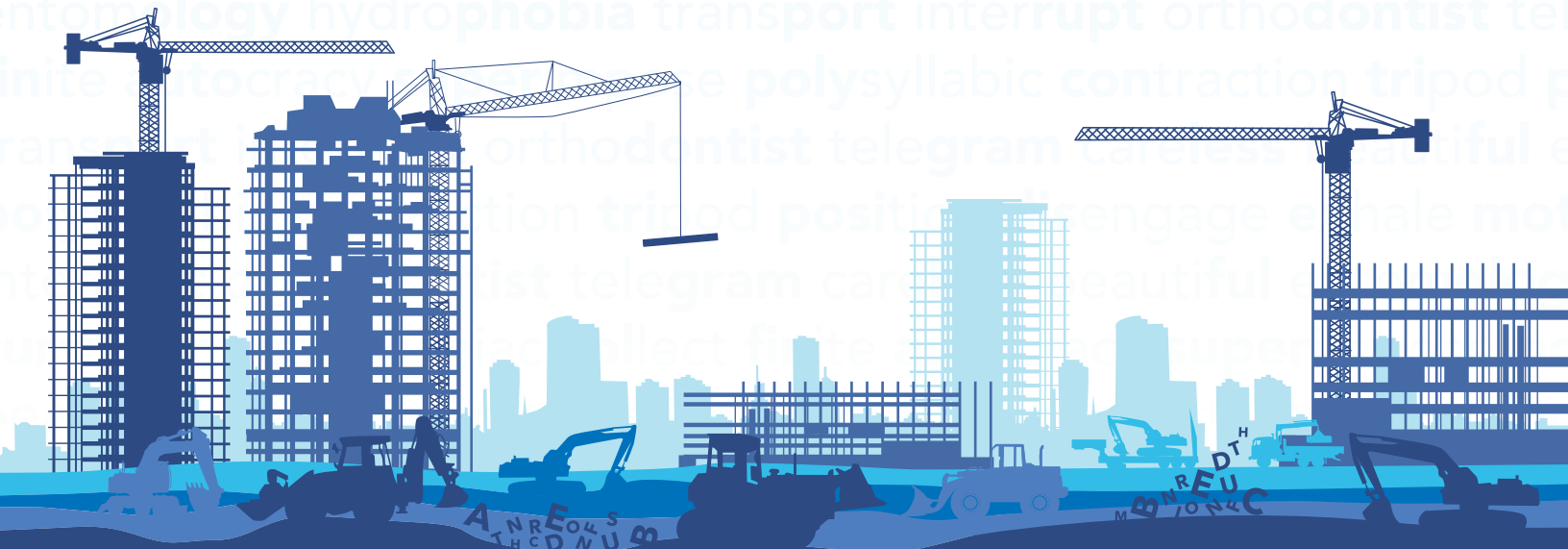


TABLE OF CONTENTS

Program Architecture

Overview	6
Implementation Supports	9
Teaching Vocabulary: Research and Practice	12
Differentiating Instruction	19
Instructional Strategies and Interventions	23
Standards and Correlations	25
Standards	26
About the Authors	28

Latin Directional Prefixes

Lesson 1

Review of Divide and Conquer	30
------------------------------	----

Lesson 2

Latin Directional Prefix <i>in-</i> , <i>im-</i> = “in, on, into”	36
---	----

Lesson 3

Latin Directional Prefix <i>com-</i> , <i>col-</i> = “with, together”	42
---	----

Lesson 4

Latin Directional Prefix <i>de-</i> = “down, off of”	48
--	----

Lesson 5

Latin Directional Prefix <i>pro-</i> = “ahead, forward, for”	54
--	----

Unit 1 Review

	60
--	----

Latin Bases

Lesson 6

Latin Base <i>vid</i> , <i>vis</i> = “see”	62
--	----

Lesson 7

Latin Base <i>voc</i> , <i>voke</i> , <i>voice</i> = “voice, call”	68
--	----

Lesson 8

Latin Base <i>spec</i> , <i>spect</i> = “watch, look at”	74
--	----

Lesson 9

Latin Base <i>terr</i> = “land, ground, earth”	80
--	----

Lesson 10

Latin Base <i>trac</i> , <i>tract</i> = “pull, drag, draw”	86
--	----

Unit 2 Review

	92
--	----

Greek and Latin Prefixes

Lesson 11

Latin Prefix <i>trans-</i> = “across, change”	94
---	----

Lesson 12

Latin Prefix <i>inter-</i> = “between, among”	100
---	-----

Lesson 13

Latin Prefix <i>per-</i> = “through, thorough(ly)”	106
--	-----

Lesson 14

Greek Prefix <i>auto-</i> = “self”	112
------------------------------------	-----

Lesson 15

Greek Prefix <i>tele-</i> = “far, from afar”	118
--	-----

Unit 3 Review

	124
--	-----

Greek and Latin Suffixes

Lesson 16

Latin Suffix <i>-ible</i> , <i>-able</i> = “can or able to be done”	126
--	-----

Lesson 17

Latin Suffix <i>-or</i> , <i>-er</i> = “person who does, thing that does”	132
--	-----

Lesson 18

Latin Suffix <i>-ify</i> = “to make”	138
--------------------------------------	-----

Lesson 19

Latin Suffixes <i>-arium</i> , <i>-ary</i> , <i>-orium</i> , <i>-ory</i> = “place, room”	144
---	-----

Lesson 20

Greek Suffixes <i>-ology</i> = “study of” and <i>-ologist</i> = “studier of, expert in”	150
--	-----

Unit 4 Review

	156
--	-----

Greek and Latin Special Prefixes of Sum and Size

Lesson 21

Latin Prefix <i>multi-</i> and Greek Prefix <i>poly-</i> = “many”	158
--	-----

Lesson 22

Greek Prefix <i>micro-</i> = “small”	164
--------------------------------------	-----

Lesson 23

Greek Prefix <i>mega-</i> , <i>megalo-</i> = “big”	170
--	-----

Unit 5 Review

	176
--	-----

TABLE OF CONTENTS

Assessment

A Word About Assessment	180
Data-Driven Instruction	181

Diagnostic Assessment

Diagnostic Pre-test Item Analysis	182
Diagnostic Pre-test	184
Diagnostic Pre-test Answer Key	188

Unit Quizzes

Introduction	189
Unit 1 Quiz	190
Unit 2 Quiz	192
Unit 3 Quiz	194
Unit 4 Quiz	196
Unit 5 Quiz	198
Unit Quizzes Answer Key	200
Post-test	203
Post-test Answer Key	207

Appendix A

Activities And Reproducibles

Introduction	210
Reproducible Word Cards	211
Word Parts: Unit 1	213
Word Parts: Unit 2	215
Word Parts: Unit 3	217
Word Parts: Unit 4	219
Word Parts: Unit 5	221

Appendix B

Additional Resources	223
----------------------	-----

Appendix C

Contents of the Digital Resources	227
-----------------------------------	-----

Appendix D

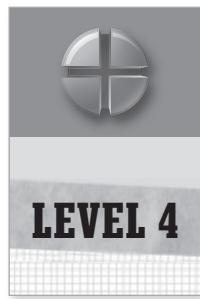
Roots Chart	235
-------------	-----

References Cited	236
------------------	-----

How to Play the Digital Games	239
-------------------------------	-----

OVERVIEW

Level 4 of *Building Vocabulary from Word Roots* builds on students' knowledge about how words work. Learning to decode often involves learning to recognize and use word families (also called *phonograms* or *rimes*), clusters of letters with predictable sounds—the *-at* in *cat* and *bat*, for example. In Level 3 and beyond of *Building Vocabulary*, students learn to use roots—units of letters that have predictable meanings (and sometimes sounds as well). 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.

The first lesson in Level 4 offers a quick review of the concept of prefixes, bases, and suffixes that was introduced in Level 3. It then uses the two most common English prefixes, *un-* and *re-*, to review the Divide and Conquer strategy (word dissection). The remainder of Unit 1 focuses on directional prefixes.

Unit 2 focuses on essential Latin bases. This lesson builds on the concept of the base as a semantic unit that provides a word's core meaning. The motto of this unit is: "Bases are basic!" Many English words are built on three kinds of roots: prefixes, bases, and suffixes. This unit introduces five Latin bases commonly found in elementary-level vocabulary.

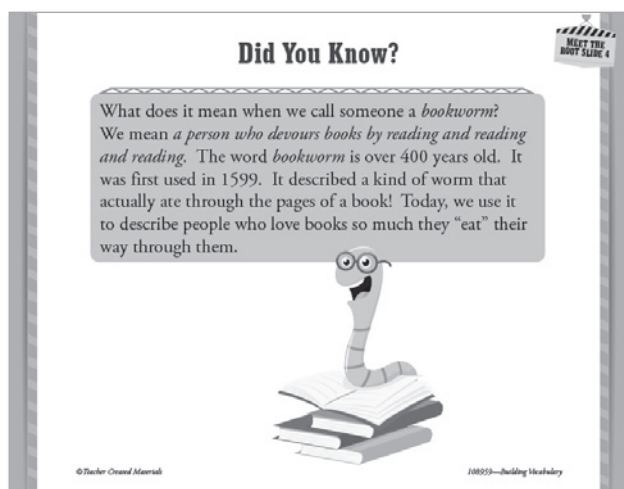
Unit 3 provides study of more directional prefixes, both Latin and Greek. Many of these words occur in content-area vocabulary, particularly in science, social studies, and math. As a general rule, words built on Greek roots are scientific and technical in meaning.

Greek and Latin suffixes are addressed in Unit 4. The suffixes taught in this unit attach to everyday whole words that students will readily recognize. They also attach to many Latin bases to generate useful academic vocabulary.

Unit 5 provides focus on several "special" Greek and Latin prefixes related to sum and size. Most prefixes negate a word, provide direction, or intensify. The prefixes in this unit, however, stand in a small but important category. Unit 5 presents four "special" Greek and Latin prefixes found in content-area words from math, science, and social studies. They are also used to create clever neologisms ("new words").

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.

IMPLEMENTATION SUPPORTS

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, premarital*). 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.

54

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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); *prevenir* (prevenir); *prehistoria* (prehistoria); *prematuro* (prematuro); *prenatal* (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."


55

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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.

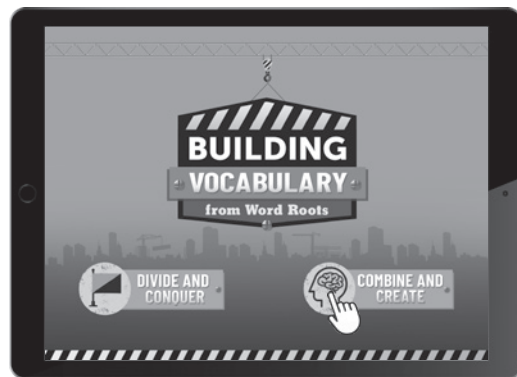
 **DAY 3** On Day 3 **Read and Reason**, students read a variety of passages that use word roots in context and then answer questions in pairs or small groups about the root-based vocabulary.

 **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 - "out"

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

54

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UNIT 1

Name _____ Date _____

Read and Reason

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

Lesson 1: Two-Syllable Compound Words

Dear Adelia 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,
Adelia Advic

List compound words you already know.

6

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UNIT 3

Name _____ Date _____

Read and Reason

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

Lesson 14: Latin Base *aud*, *audis* = "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 *aud* means? How do you know?

- Use your definition of *aud* to explain what *audible* means.

- Use your definition of *aud* to explain what *audience* means.

- Now, write a sentence that has both *audible* and *auditorium* in it. Share your sentence with a friend.

96

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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.

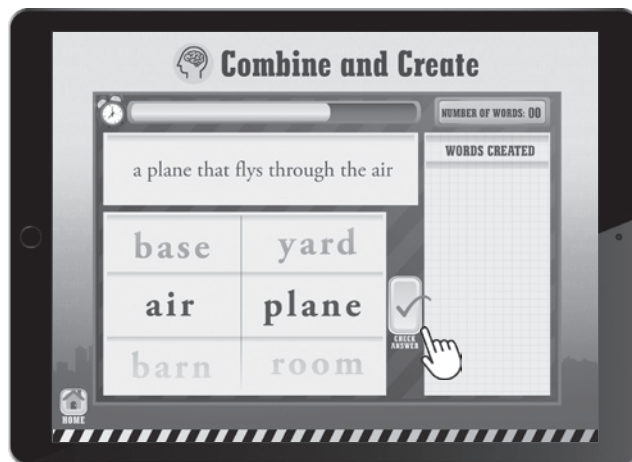
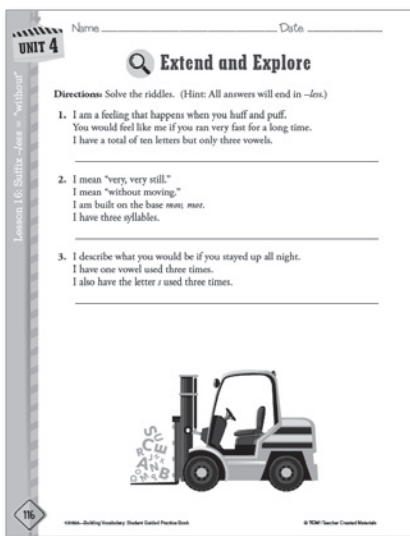
How Should Vocabulary Be Taught? *(cont.)*

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 PREFIX *per-* = “through, thorough(ly)”

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 lesson’s prefix, *per-*, means “through, thorough(ly).” It is both a “directional” prefix (“through”) and an “intensifying” prefix (“thorough[ly]”). The meanings of “through” and “thoroughly” are connected: when something is “thoroughly” done, we say that it is done “through and through.” For this reason, as students encounter *per-* words, they should apply both meanings of “through” and “thorough(ly)” to determine which makes the most sense.

The prefix *per-* attaches to Latin bases to generate words that describe the act of going “through” a physical object (e.g., *perforated*, *perspire*). It also generates words that describe things that last “through” time (e.g., *permanent*, *perennial*). The prefix *per-* is also written as a separate word in phrases describing the distribution of quantities or numbers “through” a large group or time span (e.g., cost *per* item; three pencils *per* child; \$2,000 *per* year).

Some *per-* words occur in content-area vocabulary, particularly in math: The words *percent*, *percentage*, and *percentile* refer to the distribution of numbers “through” 100 (*cent* = 100).

See **Definitions at a Glance** for explanations of every directional *per-* 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 artistic *perspective*, background objects appear smaller than foreground objects, showing how the artist “looks” “through” space (*spect* = watch, look at), but we all have our own *perspective* when it comes to expressing our opinions.
2. Words can have **literal** and **figurative** meaning. In Earth science, water literally *percolates* “through” soil as it trickles through sand and gravel (*col* = drip, strain, sieve), but gossip or news can figuratively *percolate* “through” a community as the story trickles through town like a slow drip.
3. A **suffix** can change the function (i.e., part of speech) and meaning of a word: *permit* (verb, noun), *permission* (noun), *permissive* (adjective).

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 *per-* words they discover during the week.

Differentiation Strategies

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *per-* words from the classroom word wall or the *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

Students learn that the prefix *per-* often appears in words and phrases describing the distribution of time or money. Have students find related words in their math textbooks and share them with the rest of the class. They can make a master list with the words, definitions, and simple math examples. They could also make sketches that illustrate meaning.

English Language Support

Preview all the words presented on the **Meet the Root Slides**. Share examples for each word. If possible, find illustrations or realia to help teach about these words.

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

Below-Level Support

Prior to discussing **Meet the Root Slide 41**, give student pairs time to talk about the images and the words before discussing them as a whole class. Also, see Bonus Page 16.



Cognate Connections

Spanish-English cognates with the prefix *per-* to share with students: *por ciento* (percent); *porcentaje* (percentage); *percentil* (percentile); *percusión* (percussion); *perenne* (perennial); *perfecto* (perfect); *perfección* (perfection); *perforar* (perforate); *perforación* (perforation); *perfume* (perfume); *permanente* (permanent); *permear* (permeate); *permeable* (permeable); *permitir* (permit); *permiso* (permission); *permisivo* (permissive); *persistir* (persist); *persistencia* (persistence); *persistente* (persistent); *perspectiva* (perspective); *persuadir* (persuade); *persuasión* (persuasion); *persuasivo* (persuasive)

Spelling Matters

Students should pay close attention to their spelling, taking care not to transpose letters and write *pre-* which means “before.” All *per-* words will have a meaning of “through” or “thorough(ly).” In some words beginning with the *per-* prefix, the accent can shift.

For example, to *perfect* your work, you must do a *perfect* job. A green light *permits* you to walk across the street; a new driver must earn a driver’s *permit* to operate a vehicle.



Meet the Root

Introduce

Write the prefix *per-* on the board. Say, “This lesson’s root is the Latin prefix *per-*. *Per-* appears in many words you know, but figuring out the meaning can be tricky. We will do an experiment to see whether we can figure out a *per-* word.”

- Write the word *perforate* on the board. Put a pencil through the paper and tell students you have just *perforated* the paper. Ask them to think about what you just demonstrated and to predict what *per-* means. Accept their predictions.

Discuss

Say, “The Latin prefix *per-* means ‘through,’ as in putting the pencil ‘through’ the paper. It can also mean ‘thoroughly,’ as in the expression ‘through and through.’”

Using **Meet the Root Slide 37**, ask students to figure out the correct *per-* words to fit each description (*perfect*, *perfume*, *perspire*, *permanent*).

- Say, “Sometimes, words beginning with the Latin prefix *per-* use it as a directional prefix meaning “through.” Other times, it’s used as an intensifying prefix and is meant to describe that something is done “thoroughly.”

Apply

Using **Meet the Root Slide 38**, ask students to explain the meaning of these *per-* word pairs (*perfect-perfection*; *permit-permission*; *percent-percentage*). Remind them to use the concept of “through” or “thoroughly” in their definitions.

Practice

Tell students that words have an interesting and often surprising history. Read the Did You Know? together on **Meet the Root Slide 39** about the words *permit*, *permission*, and *permitted*.

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

- In pairs, have students figure out the meaning of “through, thorough(ly)” in *permanent*, *permission*, *percent*, *perspire*.
- After a few minutes, ask volunteers to explain how each of the words means “through, thorough(ly).”

Point out the two blanks. Have students think of two other *per-* words with the meaning of “through, thorough(ly).” Tell them to put the words in the blanks and then write sentences for four of the words. Invite students to share their words and sentences with classmates.



DAY 2

Divide and Conquer

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 directional and intensive prefix *per-*. 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 base on the second line.” Place emphasis on the meaning of the base.

Say, “I see a box titled ‘Base Bank,’ which is helpful because it includes the meanings of the bases. Thinking about the meaning of the prefix *per-* and the base, 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 *through* or *thorough(ly)* 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 “through” or “thorough(ly)” 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.	perfect	thorough, thorough(ly)	done	B
2.	perfume	thorough, thorough(ly)	smoke, vapor	D
3.	perspective	thorough, thorough(ly)	look at, watch	A
4.	permit	thorough, thorough(ly)	send	E
5.	persist	thorough, thorough(ly)	stand	C

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

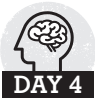


Read and Reason

This activity gives students practice in reading words in context. Students complete two paragraphs by adding words with a *per-* prefix.

Answers

- | | |
|--------------|---------------|
| 1. permanent | 6. percussion |
| 2. permitted | 7. permeates |
| 3. percent | 8. perfect |
| 4. perennial | 9. persistent |
| 5. permeate | |



Combine and Create

This activity gives students practice using multiple forms of a word.

Answers

- | | |
|---------------|-----------------|
| 1. performers | 4. perforations |
| 2. permission | 5. persuasive |
| 3. perfection | 6. permanent |



Extend and Explore

This activity gives students practice with the multiple meanings of words.

Answers

- | | |
|--------------|-----------------|
| 1. perfect | 6. perspective |
| 2. permit | 7. perennial |
| 3. perennial | 8. perfect |
| 4. permeated | 9. permeated |
| 5. permit | 10. perspective |



Cloze Text

Scoring Guide

7–8 blanks filled correctly: Outstanding

5–6 blanks filled correctly: Satisfactory

4 or fewer blanks filled correctly: Unsatisfactory

- | | |
|---------------|----------------|
| 1. perfect | 5. persisted |
| 2. perspiring | 6. performed |
| 3. permeate | 7. percolate |
| 4. permit | 8. perspective |

Definitions at a Glance

percent: one part distributed “through” a hundred (*cent* = hundred) (nouns:

percentage, percentile)

percolate: to trickle and drip “through” (*col* = drip, strain, sieve [as in “colander”])

percussion: the “thorough” striking of a musical instrument (*cuss* = beat, strike)

perennial: constant and recurring; lasting “through” the years (*enni* = years); as a noun, a plant that produces new growth “through” the years

perfect: flawless, complete, and “thoroughly” done (*fect* = make, do); as a verb, to bring to “thorough” completion or doneness (noun: **perfection**)

perforate: to poke or bore holes “through” a surface (*for* = hole, bore) (noun:

perforation)

perform: to carry “through” the proper form of a sequence to completion (e.g., to *perform* a task, to *perform* a duty; to *perform* a role (*form* = form) (nouns: **performance, performer)**

perfume: a scent that wafts “through” the air (*fum* = smoke; literally, a scent that “smokes” “through” air)

permanent: lasting and never changing; “thoroughly” lasting (*man* = last, stay) (noun: **permanence**)

permeate: to penetrate or soak “through” pores or the atmosphere (*mea* = wander; literally, to “wander” “through” a barrier or material) (adjective: **permeable**)

permit: to authorize or allow; to give free rein to a person or activity (*mit, miss* = send; originally, to send a horse “through” an open field); as a noun, a license or certificate that allows an activity (e.g., a learner’s *permit*) (noun: **permission**, adjective: **permissive**)

persist: to continue “through” to the end; literally, to take a firm and “thorough” stand in an activity or mission (*sist* = stand) (noun:

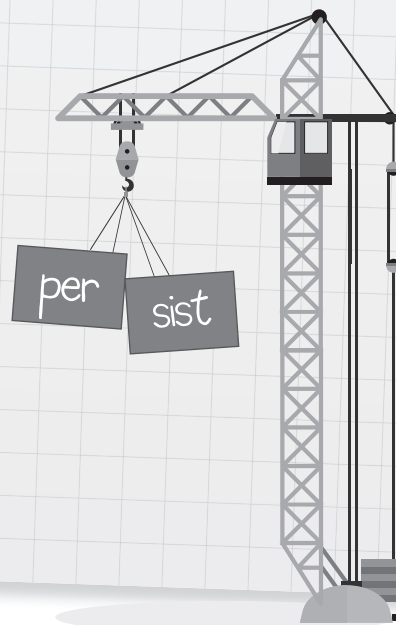
persistence = dedication, stubbornness, steadfastness; adjective: **persistent**)

perspective: technique displaying how an artist looks “through” space; also, a person’s mental view of a subject or event (*spect* = look at, watch)

perspire: to sweat or breathe moisture “through” skin pores (*spir* = breathe) (noun:

perspiration)

persuade: to convince; to successfully and “thoroughly” urge a person to do something (*suad, suas* = urge) (noun: **persuasion**; adjective: **persuasive**)

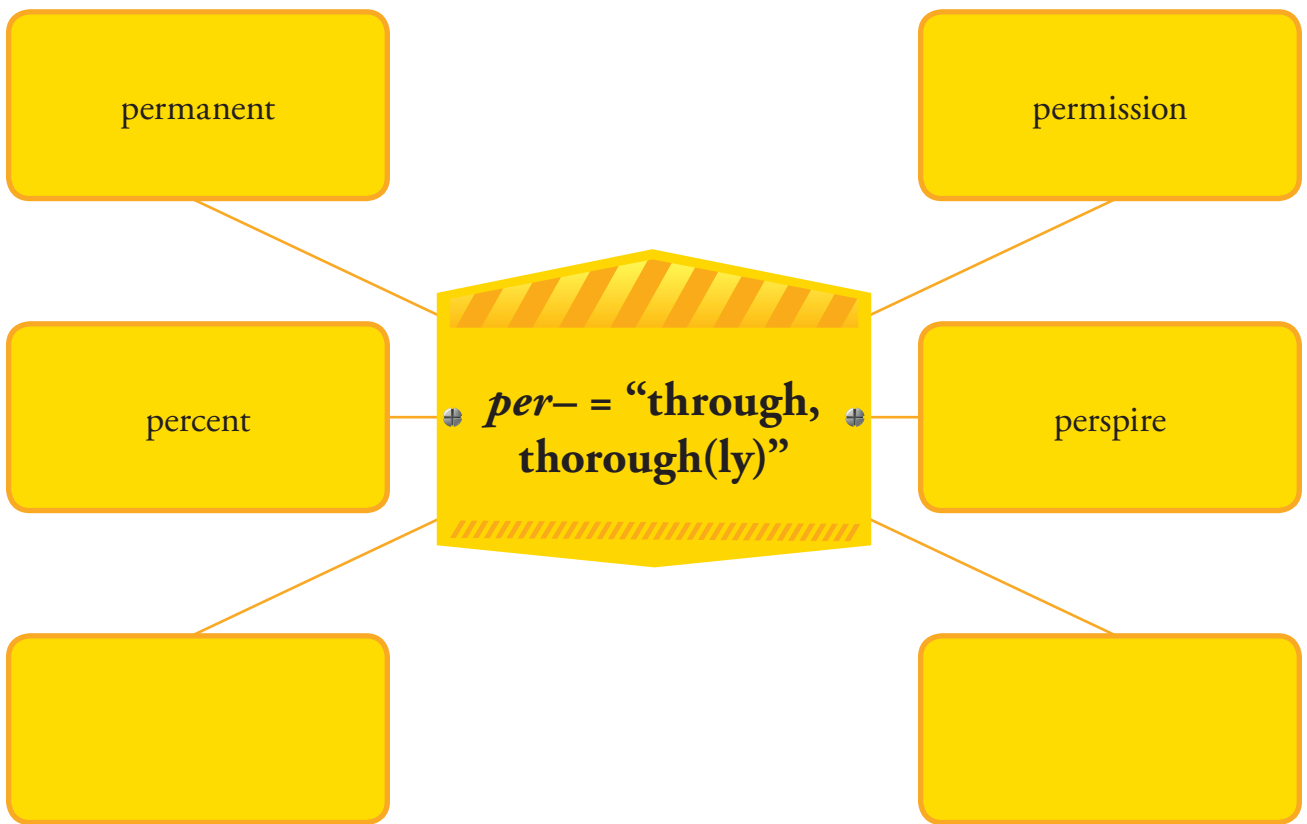


Name: _____ Date: _____



Meet the Root

Directions: Turn to your partner. Talk about the meaning of “through, thorough(ly)” in each of the words. Fill in the blank spokes with two other *per-* words that have the meaning of “through, thorough(ly).”



Write sentences for four of the words. Make sure that “through” or “thorough(ly)” 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. In the second blank, write the meaning of the base. (**Hint:** Use the Base Bank.) Then, pick the best definition from the Definition Bank. Write the letter in the box.

Base Bank

fect = done

fum = smoke, vapor

mit = send

sist = stand

spect = look at, watch

	Word	Prefix means	Base means	
1.	perfect	_____	_____	<input type="text"/>
2.	perfume	_____	_____	<input type="text"/>
3.	perspective	_____	_____	<input type="text"/>
4.	permit	_____	_____	<input type="text"/>
5.	persist	_____	_____	<input type="text"/>

Make It Yours!

1. Give an example of something you cannot do without a *permit*.
2. Choose two words and use both of them in the same sentence.
3. Describe a time you *persisted* with a task even though it was difficult.
4. What other words or phrases do you know that are similar in meaning to the word *perspective*?

Definition Bank



- A. an artist's view throughout a landscape
- B. complete, flawless, and thoroughly done
- C. to keep on doing something through the end
- D. a scent that wafts through the air
- E. allow someone to pass through an area or engage in an activity



Read and Reason

Directions: Complete the paragraphs by using the *per-* words.



percent perennial permanent permeate permitted

We are making a new garden in our yard. We can't have any _____ structures because they are not _____ in our neighborhood. We can plant flowers, though. I read about gardens on the internet. Experts recommend that 25 _____ of a garden should be planted with _____ flowers. Their smell will _____ the air.

percussion perfect permeates persistent



I just love playing and pounding on _____ instruments! I like them all, but I think the kettledrums are my favorite. There's something about the way their big sound _____ a room. I practice nearly every day. I want to _____ my playing, and my teacher tells me to be _____ in my practice.



Combine and Create

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

perform

1. The _____ at the ballet were great!

permit

2. Do you have your parents' _____ to be out this late?

perfect

3. This cake is baked to _____.

perforate

4. I cannot use this paper in my three-ring binder. It has no _____.

persuade

5. That was a _____ argument, and I agree with you!

permanence

6. Why did you use a _____ marker?
Now, I can't erase it!



Extend and Explore

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

perennial perfect permeated permit perspective



1. This year, I want to _____ my spelling.
2. The law does not _____ you to cross a busy highway on foot.
3. Some people like _____ flowers for their gardens because they require no new planting.
4. The lovely smell of honeysuckle vines _____ the summer breeze.
5. You need a learner's _____ if you want to practice driving a car.
6. I need to change my _____ and look at this problem differently.
7. It is winter once again. Time for our _____ colds.
8. Don't change a thing. This is positively _____ !
9. I used magic markers for my art project, and the ink _____ my skin.
10. The _____ in much modern art is very interesting.



Review: Cloze Text

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

percolate

performed

permit

perspective

perfect

permeate

persisted

perspiring



I hoped we would have a great family camping trip—in fact, I hoped it would be _____. Not so. First of all, the day was so hot that we could not stop _____. Then, at three in the morning, a strange odor began to _____ our camping area. Dad said it was a skunk. I wanted to go out of the tent and see for myself, but Dad would not _____ it. He said I might get skunked! The smell was bad, and it _____ throughout the night.

Finally, morning came and the odor began to fade. Dad permitted me to go out to see what our campsite looked like. We _____ a quick inspection of our campsite. Fortunately, the skunk did not get into our food. However, in a matter of minutes, a thunderstorm sent us back into our tent. The rain was coming down so hard it began to _____ in small drops through the seams of the tent. By noon, the rain had stopped, but we were drenched. From my _____, I don't think I'll ever want to go camping again.

Prefix *per*–

Which of these *per*– words fits each description?

perfect

perfume

perspire

permanent

1. done **thoroughly** and correctly

2. a scent **through** the air

3. sweat **through** the skin

4. **thoroughly** unchanging

Prefix *per-*



Each of these word pairs uses *per-* as a prefix. Use the words *through* or *thorough(ly)* to tell their meaning.

perfect
perfection

permit
permission

percent
percentage

Did You Know?

MEET THE
ROOT SLIDE 39

The English words *permit* and *permission* come from a Latin word meaning “to send through.” When Roman farmers and soldiers would unleash their horses to roam through an open field, they *permitted* the animals to move freely in space by “sending” them “through” the area. Even today, we need *permission* from our parents to move about freely in certain areas. We may need a *permit* signed by our teacher to walk in the halls while class is in session. Some children wish their parents were more *permissive* and let them roam about with freer reins!