Lesson Objectives

Day 1
Students will:
• Read and write words with Latin roots spect, port, form
• Define Latin roots spect (“look at”), port (“carry”), form (“shape”)

Materials:
• Anchor Poster

Day 2
Students will:
• Sort words by meanings of Latin roots
• Sort words by common Latin roots

Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—retrospect, same as BLM 4

Day 3
Students will:
• Sort words by meanings of Latin roots
• Write sentences using words with Latin roots

Materials:
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—look at, carry, shape
• Teacher Word Cards—same as BLM 5

Day 4
Students will:
• Identify words with Latin roots in a passage
• Create lists of words organized by their Latin roots
• Write and spell words with Latin roots

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Spell words with Latin roots

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Dictionaries (Days 1, 2, 3)

New Words

1. airport
2. suspect
3. import
4. formation
5. inspection
6. suspect
7. export
8. format
9. inspection
10.Suspect

Word Bank
spect, port, form

Reading Passage (BLM 9) Spelling Dictation (BLM 10)

The Real Gold Rush Millionaires

Thousands of people scurried to California in 1848. The Gold Rush was
nearly $67 today!

In short, the true riches of the Gold Rush went to the business people,
storekeepers supported the miners, but they also became rich.

Salt, merchants stocked matches and salt—and sold them at high prices. Many
owners performed much-needed services for them.

In San Francisco. Then, he sold them at inflated prices. Brannan may have
sold them at inflated prices. Brannan may have

Sam Brannan, for example, bought up every pickax, shovel, and gold pan
for example, bought up every pickax, shovel, and gold pan

Some people opened profitable roadhouses. Travelers spent the night
some people opened profitable roadhouses. Travelers spent the night

at these places on their way to mining towns. Others opened saloons or
at these places on their way to mining towns. Others opened saloons or

Word Study & Vocabulary 3: Unit 28: Latin roots

Latin Roots spect, port, form

Directions:
Have your child look at each set of words and choose the word that has the Latin
roots spect, port, or form.

Directions:
Have your child look at each set of words and choose the word that does NOT
have a Latin root spect, port, or form.

Directions:
Work with a partner. Follow the directions from your teacher to use this BLM to write
each set of words and choose the word that has the Latin root spect, port, or form.

Directions:
Work with a partner. Follow the directions from your teacher to use this BLM to write
each set of words and choose the word that has the Latin root spect, port, or form.
Day One

Day One Sort

<table>
<thead>
<tr>
<th>spect</th>
<th>port</th>
<th>form</th>
</tr>
</thead>
<tbody>
<tr>
<td>inspection</td>
<td>export</td>
<td>conform</td>
</tr>
<tr>
<td>perspective</td>
<td>portable</td>
<td>deformed</td>
</tr>
</tbody>
</table>

Supporting ELs

To help English Learners use the meanings of Latin roots to define unfamiliar words, have them use simple words and pictures to help them remember the meaning of each Latin root. Have them label the picture with the Latin root.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word perspective on the chalkboard. Show how you divide the word into three syllables between the r and the s and the c and the t. Explain that you now have three syllables. Read each syllable and then blend the syllables together. per spec tive: perspective. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Greek Roots

Focus Words: geography, thermal, telescope, perimeter, mythology

Write the word geography on the chalkboard and read it aloud. Ask students to identify the Greek root and its meaning. Guide them to use what they know about the meaning “earth” to define geography as “the study of Earth’s surface.” Repeat with the remaining focus words.

Ask students to work with a partner to use each of the words in an oral sentence.

Introduce Latin Roots spect, port, form

Model

Explain that spect, port, and form are Latin roots that appear in many English words. Write each root and its definition on the chalkboard: spect—“look at”; port—“carry”; form—“shape.”

Write the word inspection on the chalkboard and read it aloud. Say: The word inspection is made up of the prefix in-, the Latin root spect, and the suffix -ion. I use the meaning of the Latin root spect and the other word parts to analyze the meaning of the word. The Latin root spect means “look at.” The prefix in- means “into” and the suffix -ion means “the act of or result of something.” Combined, the meanings of the word parts define the word inspection as “the act of looking into something.” Place the word card inspection in the spect column.

Continue in this way with the words export (“send goods to another country” or “carry out”) and conform. (“give the same shape to” or “form together”)

Guide

Have students copy the three-column chart from the chalkboard into their word study notebooks. Hold up the word cards perspective, portable, and deformed. Then, using the words already included in the pocket chart and the category cards as a guide, help students decide in which column each new word belongs in the chart.

Ask students to define each of the words, using what they know about word parts and roots. Provide them with dictionaries to confirm meanings.

Apply

Have students work with a partner to create sentences in their word study notebooks with the words in their charts.
Spelling Words with Latin Roots

Unit Spelling Words: transport, transportation, transform, transformation, reform, reformation, inspect, inspection

Display the anchor poster for students’ reference while they are learning the spelling words.

Write the word pair transport and transportation on the chalkboard. Say the words aloud and underline the Latin root port. Say: The word transportation is derived from the word transport. When you add the suffix -ion to a verb, the word changes to a noun. The accented syllable may also change. Even though the part of speech and the accented syllable change, the spelling of the Latin root stays the same.

Repeat the procedure with the remaining spelling words, making sure students identify usage changes and/or changes in vowel sound. They should recognize that the vowel sound in the root form does not change between the verb transform and the noun transformation. Make sure students understand that the spelling of the Latin root does not change in any case.

Ask students to copy the spelling words in their spelling notebooks. Ask students to underline the Latin root. Have partners check each other’s spelling and underlining.

Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, pointing out the Latin root in each word. You can also have students create a chart in their notebooks to help them remember the roots, their meaning, and a sample word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Sample Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>spect</td>
<td>“look at”</td>
<td>inspection</td>
</tr>
<tr>
<td>port</td>
<td>“carry”</td>
<td>export</td>
</tr>
<tr>
<td>form</td>
<td>“shape”</td>
<td>conform</td>
</tr>
</tbody>
</table>

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
**Review Latin Roots spect, port, form**

Write the words *perspective, portable, and deformed* on the chalkboard. Ask each student to turn to a partner and identify the Latin root and its meaning in each word.

**Common Features Sort**

**Teacher Word Card:** retrospect
**Teacher Category Cards:** spect, port, form

Place the category cards in a pocket chart. Use the *retrospect* word card and model where to place the card in the pocket chart.

**Think aloud:** I see that the word *retrospect* has a Latin root. The Latin root is *spect*. I will place the word *retrospect* in the *spect* column of the chart.

Provide students with BLM 3 word cards and the root category cards from BLM 2. Have students sort the words according to their roots. Have students use a dictionary to define any unfamiliar words, and note the definition in their notebooks. Review the sort with the class to make sure they correctly sorted the BLM 3 word cards.

**Meaning Sort**

**Teacher Word Cards:** same as BLM 4
**Teacher Category Cards:** carry, shape, look at

Place the meaning category cards in a pocket chart and read each word aloud. Explain that these are the meanings of the Latin roots they are studying. Call on students to identify which meaning goes with which root.

Hold up the word card for *important* and say the word aloud. **Say:** When I say *important* aloud, I can hear the root *port*. I know that *port* means “carry,” and that *important* means “of consequence” which has to do with the idea of “carrying or importing in” something that was needed. I’ll place *important* in the *port* column.

Tell students that they will sort words based on the meaning of the root in each word. Read aloud each word card from BLM 4. Discuss the meaning of each word and have students tell you in which category to place it. Have students use a dictionary to define any unfamiliar words.

**Spelling.** Have students copy the categories into their word study notebooks and sort the spelling words according to their Latin roots.

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**Home/School Connection**

Give students BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

**Supporting ELs**

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.
Blind Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: look at, carry, shape

Place the category cards in a pocket chart. Remind students that these are the meanings of the Latin roots students have been studying.

Have students write the categories in a row in their word study notebooks.

Remind them that they sorted words yesterday according to the meaning of each root. Tell students that you will call out one word at a time and they will write the word in the appropriate category in their notebooks.

After you have completed the blind sort, use the teacher word cards from BLM 5 to sort the words together. Have students check their spelling against the words in the pocket chart.

Have pairs of students choose three words and write sentences using the words. Have pairs share their sentences with the class. If they need help defining words, provide them with dictionaries.

**Applying Meaning.** Give students BLM 7 and complete the activity, choosing the correct word in each set.

<table>
<thead>
<tr>
<th>look at</th>
<th>carry</th>
<th>shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>suspect</td>
<td>airport</td>
<td>deformity</td>
</tr>
<tr>
<td>respectable</td>
<td>deport</td>
<td>formal</td>
</tr>
<tr>
<td></td>
<td>heliport</td>
<td>formula</td>
</tr>
<tr>
<td></td>
<td>opportune</td>
<td>informal</td>
</tr>
<tr>
<td></td>
<td>rapport</td>
<td>information</td>
</tr>
<tr>
<td></td>
<td>seaport</td>
<td>malformed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>platform</td>
</tr>
<tr>
<td></td>
<td></td>
<td>uniform</td>
</tr>
</tbody>
</table>

**Assessment Tip**
Use students’ completed BLM 7 to assess their understanding of the meaning of the Latin roots. Note whether they need more practice in identifying the meaning of the roots.

**Providing Support**
ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

**Home/School Connection**
Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

**Supporting ELs**
Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with Latin roots.

The Real Gold Rush Millionaires

Thousands of people poured into California in 1848. The Gold Rush was on! The discovery of gold made it rich quick for some people. They’d heard stories from friends who had struck gold in California. Thousands of others rushed to find their fortune. Among those who searched for the miners who became rich was the business owner Leon Charpentier. When Charpentier arrived on the scene, he found hundreds of miners working in the mountains. He saw an opportunity and set up a tent in the woods. He called it “The Camp Store.”

Some people opened small roadside stands. Travelers spent the right amount of money on items like food and supplies. Others opened saloons or restaurants. After a long day of prospecting, miners were happy to pay for a hot meal. Fresh food was a welcome change, so prices could be quite high. This meant that farmers could cash in on the Gold Rush, too. There is even one report of a farmer selling his peas for $2.50 each. That would be nearly $67 today!

The real success stories of the Gold Rush went to the business people. Many store owners saw an opportunity and filled it. If miners needed matches and salt, merchants stocked matches and salt—and sold them at high prices. Many merchants ran the only store in town, so miners had to pay these high prices. Storekeepers made a fortune, but they also became rich.

Sam Brannan, for example, bought up every pickax, shovel, and gold pan in San Francisco. Then, he sold them at inflated prices. Brannan may have earned as much as $500,000 a year doing this. One creative merchant made the clothing that became the uniform of miners throughout the country. Levi Strauss made a fortune by making work pants that were tough enough for miners.

In short, the true riches of the Gold Rush went to the business people, not the miners.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will read the passage and circle words with the Latin roots spect, port, and form. After students have completed the word hunt, ask volunteers to share the words that they found.

Read a few lines with students and model finding and circling words with the Latin roots spect, port, and form. Then ask students to complete the word hunt on their own.

Ask them to write the words they find in their word study notebooks and have them underline the Latin root in each word.

Challenge students to write one sentence with each of the words they found.

Ask students to go through what they have read recently, either in class or for pleasure, to find words that include the Latin words from this lesson. Have them write the words in their word study notebooks.

Then have students meet together in small groups and read the words they found aloud to the group. As students respond, write their words in a word list on the chalkboard.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: thermometer, biology, stethoscope.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: transportation, reform, inspection.

Dictate the following sentence and have students write it on their papers: Factories transport goods to stores using different types of transportation like trains and trucks.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words spelled with Latin roots using the Quick-Check for Unit 28.

Suggestions for Independent Practice

Opposites. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories based on the Latin root. Then have the groups try to generate a word that is opposite in meaning to the word on the word card. They can use words on the word cards, or use a thesaurus. For example, the opposite of import is export.

Word Search. Students can work with a partner to make a word search that uses some of the words from the word cards. Encourage pairs to arrange words in different ways such as diagonal and backwards. Have pairs choose at least sixteen words and write clues to help the other pair identify the word. Have pairs trade their puzzles with another pair.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

Answer Key Unit 28 Quick-Check

<table>
<thead>
<tr>
<th>spect</th>
<th>port</th>
<th>form</th>
</tr>
</thead>
<tbody>
<tr>
<td>introspective</td>
<td>helpport</td>
<td>conform</td>
</tr>
<tr>
<td>spectacles</td>
<td>portable</td>
<td>informal</td>
</tr>
<tr>
<td>spectator</td>
<td>rapport</td>
<td>reform</td>
</tr>
<tr>
<td>suspect</td>
<td>support</td>
<td>transformation</td>
</tr>
</tbody>
</table>

Answer Key BLM 6

<table>
<thead>
<tr>
<th>spect</th>
<th>port</th>
<th>form</th>
</tr>
</thead>
<tbody>
<tr>
<td>introspective</td>
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<tr>
<td>spectacles</td>
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<td>informal</td>
</tr>
<tr>
<td>spectator</td>
<td>rapport</td>
<td>reform</td>
</tr>
<tr>
<td>suspect</td>
<td>support</td>
<td>transformation</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. deformity 9. information
2. helpport 10. reform
3. opportune 11. suspect
4. seaport 12. specimen
5. uniform 13. introspective
6. conform 14. spectrum
7. formation 15. perspective
8. format

Answer Key BLM 8

1. introspective 9. portable
2. reformation 10. reporter
3. support 11. aspect
4. transportation 12. spectator
5. export 13. spectacles
6. deport 14. inspector
7. import 15. expectation
8. support

Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words spelled with Latin roots using the Quick-Check for Unit 28.

Suggestions for Independent Practice

Opposites. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories based on the Latin root. Then have the groups try to generate a word that is opposite in meaning to the word on the word card. They can use words on the word cards, or use a thesaurus. For example, the opposite of import is export.

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Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.
Unit 28 Quick-Check: Latin Roots spect, port, form

Answer Questions

Directions: Choose the word from each pair that contains the Latin root which means “carry.”

1. export conform
2. perspective portable
3. import format
4. retrospect transport
5. reporter transform

Directions: Choose the word from each pair that contains the Latin root which means “look at.”

6. portfolio inspection
7. conform perspective
8. important retrospect
9. spectator reform
10. spectacular support

Apply

Directions: In the space below, list three to five words you know that have the Latin root spect, port, or form.

__________________  ______________  ______________  ______________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
<th>spect</th>
<th>port</th>
<th>form</th>
</tr>
</thead>
<tbody>
<tr>
<td>conform, aspect, airport, deformed, deport, important, inspect, formal, formation, opportune</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Latin Roots spect, port, form

Directions: In the space below, explain how understanding the Latin roots spect, port, and form helps you as a reader, speller, and writer.

_____________________________________________________________________________