Lesson Objectives

Day 1
Students will:
• Read and write words with Latin roots dic, aud, vis
• Define Latin roots dic ("say, speak"), aud ("hear"), vis ("see")
Materials:
• Teacher Category Cards—dic, aud, vis
• Teacher Word Cards—audible, same as BLM 4
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• BLM 3: Word Cards
• Sort words by meanings of Latin roots
• Read and write words with Latin roots ("see")

Day 2
Students will:
• Sort words by common Latin roots
• Sort words by meanings of Latin roots
Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—audible, same as BLM 4

Day 3
Students will:
• Sort words by meanings of Latin roots
• Sort words by common Latin roots
Materials:
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—speak/say, hear, see
• 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
• Dictionaries (Days 1, 2, 3)
Day One

Day One Sort

<table>
<thead>
<tr>
<th>dic</th>
<th>aud</th>
<th>vis</th>
</tr>
</thead>
<tbody>
<tr>
<td>dictate</td>
<td>audible</td>
<td>vision</td>
</tr>
<tr>
<td>contradict</td>
<td>auditorium</td>
<td>visible</td>
</tr>
</tbody>
</table>

Supporting ELs
To help English Learners remember the meanings of the Latin roots dic, aud, and vis use pantomime and gestures. Point to dic and then to your mouth. Say: Dic means “speak or say.” Point to your mouth as you speak. Repeat with aud and vis and point to your ears and eyes.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word supervisor in syllabic form on the chalkboard. Explain that you have two open syllables with long vowel sounds, and two r-controlled syllables. Read each syllable and then blend the syllables together: super/vi/sor: supervisor. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Latin Roots spect, port, form
Focus Words: inspection, export, conform
Write the word inspection on the chalkboard and read it aloud. Ask students to identify the Latin root and its meaning. Guide students to identify that the root spect means “see.” Have students provide the definition of inspection based on what they know about the word parts and the root. Repeat with the remaining focus words.

Introduce Latin Roots dic, aud, vis
Teacher Word Cards: dictate, audible, vision, contradict, auditorium, visible
Teacher Category Cards: dic, aud, vis

Model
Say: Many words have the Latin roots dic, aud, and vis. You have learned that you can use the meaning of roots to help you figure out the meanings of unfamiliar words.

Place the category cards in a pocket chart next to each other. Point to each card as you say the root aloud and provide the meaning. Say: Dic means “say or speak.” Aud means “hear.” Vis means “see.” Write the roots and their meanings on the chalkboard.

Hold up the teacher word card dictate. Say: The word dictate contains the Latin root dic and the verb suffix -ate. It can mean “to say something to a person who writes it down” or “to say something with power or authority.” Sort the word card for dictate into the dic column.

Repeat with the words audible (“able to be heard”) and vision (“the state of being able to see”). Identify each root, define the word, and sort the word into the chart.

Guide
Have students copy words from the three-column pocket chart into their word study notebooks. Hold up the word cards contradict, auditorium, and visible. Then, using the words already included in the pocket chart and the category cards as a guide, help students decide where 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:** audition, contradict, supervisor, unpredictable, invisible, audiology, provision, prediction

Write the following words on the chalkboard: *audition, contradict, supervisor.*

Explain that when we know the root words, we already know how to spell a part of the longer word. Underline the root word in each word on the chalkboard.

Explain that students can look for suffixes and prefixes that they already know how to spell within the spelling words, for example, *-tion* in *audition.*

Rewrite each word on the chalkboard in syllabic form: *au/di/tion, con/tra/dict,* *su/perfi/cial.* Remind students that breaking words into syllables can help them spell longer words. Note that the syllables may break in the middle of the root words.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to underline the roots in each word. Have students circle the prefixes, suffixes, or additional roots. Finally, work with students to rewrite the words in syllabic form.

Discuss the meaning of each spelling word, and then ask volunteers to use a spelling word in an oral sentence.

Have students copy the spelling words into their word study notebooks.

### Assessment Tip

Note which students have difficulty identifying the meaning of the Latin roots *dic, aud,* and *vis.* You may want to have students create a chart in their word study notebooks to help them remember the roots, their meaning, and a sample word. Students may include drawings to help them remember the meanings.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Sample Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>dic</td>
<td>“speak or say”</td>
<td>dictate</td>
</tr>
<tr>
<td>aud</td>
<td>“hear”</td>
<td>audible</td>
</tr>
<tr>
<td>vis</td>
<td>“see”</td>
<td>vision</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.
Day Two

Common Features Sort

<table>
<thead>
<tr>
<th>dic</th>
<th>aud</th>
<th>vis</th>
</tr>
</thead>
<tbody>
<tr>
<td>contradict</td>
<td>audible</td>
<td>revise</td>
</tr>
<tr>
<td>dictate</td>
<td>audience</td>
<td>supervisior</td>
</tr>
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<td>audition</td>
<td>televise</td>
</tr>
<tr>
<td>dictionary</td>
<td>auditorium</td>
<td>television</td>
</tr>
<tr>
<td>unpredictable</td>
<td>visible</td>
<td>vision</td>
</tr>
<tr>
<td>vista</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Blind Sort

<table>
<thead>
<tr>
<th>speak/say</th>
<th>hear</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>benediction</td>
<td>audiology</td>
<td>advice</td>
</tr>
<tr>
<td>jurisdiction</td>
<td>inaudible</td>
<td>envision</td>
</tr>
<tr>
<td>valedictorian</td>
<td>improvis</td>
<td>provision</td>
</tr>
<tr>
<td>verdict</td>
<td>visa</td>
<td>visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>visitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>visual</td>
</tr>
</tbody>
</table>

Review Latin Roots dic, aud, vis

Show students the anchor poster and tell them to use it as a reference.

Write the words contradict, auditorium, and vision on the chalkboard. Ask each student to turn to a partner and identify the Latin root and its meaning in each word. Then have partners create a sentence using each word and share it with the class.

Common Features Sort

Teacher Word Card: audible
Teacher Category Cards: dic, aud, vis

Place the root category cards in a pocket chart.

Use the audible word card and model where to place the card in the pocket chart.

Think aloud: I know that the word audible has a Latin root. The Latin root is aud.
I will place the word audible in the aud column of the chart.

Provide students with BLM 3 word cards and the dic, aud, and vis category cards from BLM 2. Have students sort the words based on the root in each word.

Have students use a dictionary to define any unfamiliar words, and note the definition in their word study notebooks.

Blind Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: speak/say, hear, see

Place the category cards in a pocket chart. Explain that these are the meanings of the Latin roots they are now studying.

Have students write the categories in a row in their word study notebooks. 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 to sort the words together. Have students check their spelling against the words in the pocket chart.

Have pairs of students write a sentence using each word in their sort and share their sentences with the class. If they need help defining words, provide them with dictionaries.

Spelling. Have students write the dic, aud, and vis categories in their word study notebooks and sort the spelling words according to their Latin roots.

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.
Meaning Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: speak/say, hear, see

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

Say: Knowing the meaning of word parts helps you define unfamiliar words. Write the word unpredictable on the chalkboard. Circle each word part as you discuss the meanings.

Say: The base word is predict. We know that dic means “to say.” We know that pre means “before.” So, predict means “to say before.” When you add -able to the word it changes from a verb to an adjective and the meaning changes to “able to be said before.” When you add the prefix un- it changes the meaning again to “unable to be said before.”

Explain that sorting words according to the meaning of the Latin root will help students become comfortable using the meanings of word parts to define unfamiliar words.

Read aloud each word card from BLM 5. 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.

Point out that it is possible for a word to include more than one Latin root. (audiovisual)

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

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. Read the words aloud with students and have them echo-read. Provide meanings for each word. Have them write the meanings of the words using simple words or pictures.

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

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of the Latin roots *dic*, *aud*, and *vis*.

Road Trip Travel Tips

Road trips are an American tradition. People love to get in their cars and travel to new places, enjoying the open road and the change of scenery. However, planning a trip can be a challenge, especially when you have to consider the needs of all the passengers. Here are a few tips to help you plan a successful road trip:

1. **Research Your Destination:** Before you leave, do some research about your destination. Check out websites and travel guides for information about local attractions, restaurants, and accommodations.
2. **Check the Weather:** Check the weather forecast for your destination and plan accordingly. Consider packing extra clothes if the weather is unpredictable.
3. **Pack Wisely:** Pack light! Bring only the essentials for your trip. Don't forget to pack snacks, water bottles, and any necessary medications.
4. **Keep Kids Entertained:** Bring along games, books, and snacks to keep kids entertained during long car rides.
5. **Be Prepared for Emergencies:** Always be prepared for emergencies. Pack a first aid kit, a flashlight, and a portable charger for your electronic devices.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with the Latin roots *dic*, *aud*, and *vis*.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

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 *dic*, *aud*, and *vis*.

Read a few lines with students and model finding and circling words with the Latin roots *dic*, *aud*, and *vis*. Then ask students to complete the word hunt on their own.

After students have completed the word hunt, ask volunteers to share the words that they found.

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

Ask students to go through what they have read recently to find words that include the Latin roots 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 unit, one at a time, and have students write them on their BLMs: *transport, reformation, inspect*.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: *supervisor, prediction, audiology*.

Dictate the following sentence and have students write it on their papers:

*The director's expression was invisible to me as she sat behind a curtain, so the outcome of my audition is completely unpredictable.*

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 the Latin roots dic, aud, and vis using the Quick-Check for Unit 29.

Suggestions for Independent Practice

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the word pairs from the word cards. Pairs can swap their puzzles with another pair.

What/Who/Why/Where/When Is . . . ? Students can work with a partner to create a game in which they say a word from the word cards and the partner must choose the correct question clue that matches the word. For example, the word is visitor. The matching question is Who is someone that comes for dinner, but does not live in your house? Have partners choose ten words and create question clues for each word. Then have pairs play the game.

What’s 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 uses gestures and pantomime to provide 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 29 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>dic</th>
<th>aud</th>
<th>vis</th>
</tr>
</thead>
<tbody>
<tr>
<td>abdicate</td>
<td>audience</td>
<td>envision</td>
</tr>
<tr>
<td>dictate</td>
<td>audiometry</td>
<td>revisit</td>
</tr>
<tr>
<td>diction</td>
<td>audiology</td>
<td>visage</td>
</tr>
<tr>
<td>indict</td>
<td>auditory</td>
<td>visible</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. contradict 9. revisit
2. dictate 10. visage
3. unpredictable 11. audible
4. dedicate 12. audience
5. dictum 13. auditorium
6. revise 14. auditory
7. supervisor 15. audiotape
8. vista

Answer Key BLM 8

1. contradict 9. inaudible
2. revise 10. auditorium
3. unpredictable 11. contradict
4. vista 12. dictate
5. invisible 13. dictionary
6. audible 14. abdicate
7. audition 15. valedictorian
8. auditor
Unit 29 Quick-Check: Latin Roots dic, aud, vis

Answer Questions
Directions: Choose the word from each pair that contains the Latin root which means “speak/say.”
1. valedictorian advise
2. audiology dictum
3. verdict visage
4. inaudible jurisdiction

Directions: Choose the word from each pair that contains the Latin root which means “hear.”
5. advise audiology
6. envision inaudible
7. edict audiotape
8. auditory visitor

Directions: Choose the word from each pair that contains the Latin root which means “see.”
9. visual prediction
10. dedicate visa
11. provision indict
12. auditorium visit

Apply
Directions: In the space below, list three to five words you know that have the Latin roots dic, aud, or vis.

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

<table>
<thead>
<tr>
<th>dic</th>
<th>aud</th>
<th>vis</th>
</tr>
</thead>
</table>

Word Bank
advise, envision, valedictorian, improvise, inaudible, visage, jurisdiction, provision, verdict, audiotape, visa

Think and Write about Latin Roots dic, aud, vis
Directions: In the space below, explain how understanding the Latin roots dic, aud, and vis helps you as a reader, speller, and writer.