Lesson Objectives

Day 1

Students will:
• Read and write words from other languages

Materials:
• Anchor Poster
• BLM 1: Category Cards—Food, Actions, Animals, People
• Teacher Category Cards—Food, Actions, Animals, People
• Teacher Word Cards—alligator, bratwurst, bratwurst, delicatessen, stampede

Day 2

Students will:
• Sort words from other languages by meaning
• Sort words from other languages by syllables

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 4: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—pimento, same as BLM 4

Day 3

Students will:
• Sort words from other languages by meaning

Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 4: Classroom Activity
• BLM 5: Take-Home Activity
• Teacher Category Cards—Food, Animals, Actions, People
• Teacher Word Cards—dachshund

Day 4

Students will:
• Identify words from other languages in a passage
• Create lists of words from other languages
• Write and spell words from other languages

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

Day 5

Students will:
• Spell words from other languages

Materials:
• Quick-Check Assessment

Word Study & Vocabulary 3: Unit 30: Words from French, German, and Spanish

Directions:
Choose the word that is an animal.

Name ___________________________________ Date ____________________________________

1. pimento alpaca
2. petite rumba
3. barbecue vanilla
4. stampede fondue
5. casserole chic
6. hamster wiener
7. armadillo
8. stampede fondue
9. Ricardo wanted to try cooking French __________________.

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Dictionaries (Days 1, 2, 3)
• Chart Paper (Day 4)

Reading Passage (BLM 9)

Parent Directions:
Have your child read them in olive oil and salt, wrap them in foil, and throw them on the fire for a healthy eaters can enjoy a lean turkey frank wrapped in a grilled tortilla with fresh guacamole and salsa. For an old-fashioned taste, try an all-beef frank topped with baked beans and onion. And don’t forget dessert! Grilled peaches or pineapple served with ice cream are a yummy way to finish off your summer cookout. Not-So-Normal Burgers.

Instead of the usual hotdog, seek out special sausages, bratwurst, vegetarian franks, and more. Instead of a hotdog bun, try a soft tortilla. Add fresh guacamole and salsa for a new taste. And don’t forget dessert! Grilled peaches or pineapple served with ice cream are a yummy way to finish off your summer cookout. Not-So-Normal Burgers.

The Cookout: New Ideas for an Old Favorite

Sentence Review Words

1. pimento alpaca
2. petite rumba
3. barbecue vanilla
4. stampede fondue
5. casserole chic
6. hamster wiener
7. armadillo
8. stampede fondue
9. Ricardo wanted to try cooking French __________________.

Words from French, German, and Spanish

Side of crispy grilled potatoes.

Transform a regular burger to suit your own tastes. Try topping your burger with fresh avocado.
Day One

Day One Sort

<table>
<thead>
<tr>
<th>Food</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>bratwurst</td>
<td>alligator</td>
</tr>
<tr>
<td>delicatessen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>stampede</td>
<td>brunette</td>
</tr>
</tbody>
</table>

Supporting ELs

Many of these words might be familiar to English Learners. Have students make a list of words they recognize. Then have them use short words and phrases to explain the meanings of these words in English.

Blending Practice

Students may have difficulty reading some of these words because they don’t always follow English spelling patterns, for example, dachshund. Provide practice in looking for recognizable parts in words and blending these parts together to help students get the idea of the word. Use words such as alligator, hamburger, and barbecue as examples for breaking into syllables and blending them together. Continue to support students who need help with blending throughout the week, using the example words in the lesson.

Review Latin Roots dic, aud, vis

Focus Words: audible, dictate, vision, contradict, auditorium, visible

Write the word audible on the chalkboard and read it aloud. Ask students to identify the Latin root and its meaning. Guide them to use what they know about the meaning “aud” to define audible as “able to be heard.” Repeat with the remaining focus words.

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

Introduce Words from French, German, and Spanish

Teacher Word Cards: alligator, bratwurst, brunette, delicatessen, stampede
Teacher Category Cards: Food, Animals, Actions, People

Model

Explain that many of the words that we use in English come from other languages. Tell students that in this unit they will be looking at words from French, German, and Spanish.

Place the category cards in a pocket chart next to each other. Read them aloud and explain that many borrowed words fit into one of these categories. Explain that you will read some words borrowed from other languages and sort them according to their category.

Hold up the word card alligator and read it aloud. Say: This word comes from the Spanish word el lagarto, which means “the lizard.” This word fits into the category Animals.

Hold up the word card brunette and read it aloud. Say: This word is often used to describe the color of a person’s hair. It comes from the French word brun, which means “dark-haired.”

Guide

Provide practice in having students sort words according to meaning. Hold up the word card delicatessen. Ask students what language they think the word comes from. Ask pairs of students to use a dictionary and check the word origins. Ask students which category they would associate the word with. Some students may decide that they would place it under People, because people buy food there. Others may associate it with Food. It doesn’t matter, as long as students can justify where they would place the word.

Repeat with the word stampede.
Apply

Ask students to record the words and their categories in their word study notebooks.

Have partners work together to write sentences for all the sorted words and share them with the class.

Spelling with Words from French, German, and Spanish

Unit Spelling Words: brunette, petite, vanilla, tortilla, armadillo, hamburger, strudel, schnauzer

Write the spelling words on the chalkboard. Read each spelling word aloud with students. Explain that some spelling patterns are common to a particular language and can often indicate to us what the language of origin might be. Display the anchor poster and review the patterns. Point out the double l in vanilla, tortilla, and armadillo; the final ette in brunette; and the ite in petite.

Ask students to copy the spelling words in their spelling notebooks. Have partners check each other’s spelling.

Assessment Tip

Note which students have difficulty with the pronunciation of words from other languages. You may want students create a chart in their notebooks to help them remember how to pronounce unfamiliar words. They can write the word in the first column and then write the word phonetically in the next column.

<table>
<thead>
<tr>
<th>Spelled</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>dachshund</td>
<td>dokshun</td>
</tr>
<tr>
<td>attaché</td>
<td>attashay</td>
</tr>
<tr>
<td>wiener</td>
<td>weener</td>
</tr>
<tr>
<td>tortilla</td>
<td>torteeya</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

Meaning Sort

<table>
<thead>
<tr>
<th>Food</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>bacon</td>
<td>alligator</td>
</tr>
<tr>
<td>biscuit</td>
<td>spaniel</td>
</tr>
<tr>
<td>burrito</td>
<td>(staple)</td>
</tr>
<tr>
<td>cafeteria</td>
<td></td>
</tr>
<tr>
<td>cuisine</td>
<td></td>
</tr>
<tr>
<td>fondue</td>
<td></td>
</tr>
<tr>
<td>hamburger</td>
<td></td>
</tr>
<tr>
<td>pimento</td>
<td></td>
</tr>
<tr>
<td>(sauté)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>rumba</td>
<td>brunette</td>
</tr>
<tr>
<td>(sauté)</td>
<td>glitzy</td>
</tr>
<tr>
<td>(stampede)</td>
<td>petite</td>
</tr>
</tbody>
</table>

Sound Sort

<table>
<thead>
<tr>
<th>One or Two Syllables</th>
<th>Three Syllables</th>
<th>Four or More Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>wrangler</td>
<td>anchovy</td>
<td>avocado</td>
</tr>
<tr>
<td>hamster</td>
<td>avant-garde</td>
<td>delicatessen</td>
</tr>
<tr>
<td>mustang</td>
<td>casserole</td>
<td>palomino</td>
</tr>
<tr>
<td>petite</td>
<td>debutante</td>
<td></td>
</tr>
<tr>
<td>waltz</td>
<td>vinaigrette</td>
<td></td>
</tr>
<tr>
<td>stein</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. Have them highlight any words they recognize from their native language.

Review Words from French, German, and Spanish

Display the anchor poster. Write the words fondue, dachshund, and tortilla on the chalkboard. Ask each student to turn to a partner, read the word aloud, give the meaning of each word, and tell the language of origin. Then have partners create a sentence using the word and share with the class.

Meaning Sort

Teacher Word Card: pimento
Teacher Category Cards: Food, Actions, Animals, People

Place the category cards in a pocket chart and explain that students will sort words according to whether they can be associated with food, an animal, an action, or people.

Hold up the word card pimento and model where to place the card in the pocket chart.

Think aloud: The word is pimento, which comes from the Spanish word pimiento. It is a type of pepper, often found stuffed in green olives. This word goes under the category Food. I recognized this word, but if I didn’t know it, I could check the dictionary to find out what it means and what it’s origins are.

Pair students. Give each pair of students a set of word cards from BLM 3, as well as the relevant category cards from BLM 2. Have them sort the words into the appropriate categories. Have pairs look up and define any unfamiliar words in dictionaries.

Sound Sorts

Teacher Word Cards: same as BLM 4
Teacher Category Cards: One and Two Syllables, Three Syllables, Four or More Syllables

Place the category cards in a pocket chart. Explain that you will read aloud a word and students will listen for how many syllables the word contains. Then they will tell you in which category to place the word.

Model identifying the number of syllables in the word anchovy. Say it very slowly, enunciating each syllable: an/cho/vy. Explain that the word has three syllables. Ask students which category is the correct category for the word.

Continue reading aloud each word and have students tell you how to sort them.

Spelling. Have students sort the spelling words according to meaning. Have them use the following two categories for their sort: Food and Other.
Meaning Sort

Teacher Word Card: dachshund
Teacher Category Cards: Food, Animals, Actions, People

Place the category cards in a pocket chart next to one another. Read the categories aloud. Remind students that they sorted words yesterday according to these categories.

Show the word card for the word dachshund. Read the word aloud and discuss with the students what a dachshund is. (a type of dog) Ask students where the card should be placed in the pocket chart. Place the card under the Animals category.

Give pairs the relevant category cards from BLM 2 and the word cards from BLM 5. Have pairs sort the remaining cards according to their meanings. Provide dictionaries so students can look up unfamiliar words.

After all the words have been sorted, have volunteers read each list of words and ask students if they are sure the words are sorted in the correct columns. Discuss with students which words belong in which columns.

Applying Meaning. Give students BLM 7 and have them complete the activities by choosing the correct word from another language.

### Assessment Tip

Use students’ completed BLM 7 to assess their understanding of words from other languages. Note whether they need more practice in identifying the meaning of these words.

### 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.
Word Hunt

Give students copies of the passage on BLM 9 and a dictionary. Tell them that they will read the passage and circle words that come from French, German, or Spanish. Challenge them to find words that are not included in the word cards. Have them use a dictionary to check the origins of words they aren’t sure of.

Read a few lines with students and model finding and circling words from other languages. 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 define each word, noting the language of origin, if possible.

Ask students to go through what they have read recently to find words they recognize that come from other languages.

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 chart paper, organized by country.

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: audition, supervisor, unpredictable.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: vanilla, strudel, armadillo.

Dictate the following sentence and have students write it on their papers: The petite brunette loved working at the hamburger place.

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 from other languages using the Quick-Check for Unit 30.

Suggestions for Independent Practice

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Challenge students to group words by category. For example, all words that go down could be food words and all words that go across could be animal words.

Find a Word. Provide pairs with sets of word cards. Have each partner draw seven word cards. Have one partner choose a word card and place it in the middle of the table. Have the other partner lay down another word card with a word that begins with the same letter. Partners continue until they cannot find cards with the matching letter. The partner who did not choose a card the first time chooses a card with a different starting letter and the game continues.

Map It. Display maps of France, Germany, Mexico, and Spain. Point out that words of Spanish origin may have come from Mexico or Spain. The native languages of Mexico were influenced by the Spanish when they settled there. Provide groups of four students with dictionaries and a set of word cards. Have groups look up the etymology of each word in their set. Then have them attach their word cards to the appropriate map in the classroom. The group that completes their set first wins the game.

Write a Story. Provide pairs with a set of word cards. Have pairs make up a meaningful story using each card in their set. Have pairs share their story.
Unit 30 Quick-Check: 
Words from French, German, and Spanish

Answer Questions
Directions: Choose the word that best completes each sentence.

1. Everyone said that her costume was very ____________.
   debutante     sauté     glitzy

2. ____________ and eggs are commonly eaten for breakfast in the United States.
   Avocado     Bacon     Papaya

3. Some people use a ____________ on their salad.
   velvet     wrangler     vinaigrette

4. When they heard the loud clap of thunder, the herd started to ____________.
   stampede     avant-garde     mesa

Apply
Directions: In the space below, list three to five words you know that come from other languages.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>Food</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>hamster, bacon,</td>
<td>dachshund, strudel,</td>
</tr>
<tr>
<td>biscuit, alpaca,</td>
<td>burrito, burro</td>
</tr>
</tbody>
</table>

Think and Write about Words from French, German, and Spanish
Directions: In the space below, explain how understanding words from French, German, and Spanish helps you as a reader, speller, and writer.