Lesson Objectives

Day 1

Students will:
• Understand the meaning of Greek and Latin elements magni (“great”), min (“small”), poly (“much or many”), equi (“equal”), and omni (“all”)
• Identify Greek and Latin elements magni, min, poly, equi, and omni in words
• Understand that identifying the Greek and Latin elements in words can help in defining words
• Understand that using syllabication can help in spelling words
• Read and spell words with Greek and Latin elements

Materials:
• Anchor Poster

Day 2

Students will:
• Explain in their own words what the meanings of the Greek and Latin elements are and how they can help in figuring out the meanings of words
• Sort words according to their Greek or Latin elements

Materials:
• BLM 2: Category Cards
• BLM 4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—magni, min, poly, equi, omni
• Teacher Word Cards—same as BLM 3

Day 3

Students will:
• Sort words with Greek and Latin elements according to number of syllables
• Syllabicate words with Greek and Latin elements
• Use words with Greek and Latin elements in sentences

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity

Day 4

Students will:
• Identify words with Greek and Latin elements in a passage
• Brainstorm words with Greek and Latin elements
• Use words with Greek and Latin elements in meaningful oral sentences
• Spell words with Greek and Latin elements

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

Day 5

Students will:
• Spell words with Greek and Latin elements

Materials:
• Quick-Check Assessment
Supporting ELs

Make sure that ELs understand the meanings of the example words. Demonstrations using props may help for words like magnify (use a magnifying glass) and equator (point to the equator on a globe or map). Use drawings to help explain the meaning of words like unequal and polygon.

Blending Practice

If some students have difficulty reading the words, help them read the words, syllable by syllable. For example, point to the word magnify on the chalkboard. Show how you divide the word into three syllables between the two consonants, g and n, and between the vowel i and the consonant f. Explain that you now have three syllables. The first syllable is closed with a VCV pattern, so the a is short. The last two syllables are open. Point out that the first open syllable has a short, not long, sound. Read each syllable and then blend the syllables together: mag/ni/fy: magnify. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Greek and Latin Prefixes for Numbers

Focus Words: quadrangle, pentagon, centipede, decimal, octopus, quintet, octave

Write the review words on the chalkboard. Say the following sentence: Quadrangles have a different number of angles from pentagons. Ask students what they remember about words like pentagon and quadrangle. (They contain Greek and Latin number prefixes.) Have volunteers circle the prefixes in the words on the chalkboard and explain their meanings. Then ask students to use the words in oral sentences.

Introduce Greek and Latin Elements for Amounts magni, min, poly, equ, omni

Model

Write the words magnify, minuscule, and polysyllabic on the chalkboard. Say: In this lesson, we're going to learn about Greek and Latin elements that express amounts. Circle the element magni in the word magnify on the chalkboard. I know that the Greek element magni means “great.” This helps me understand that the word magnify literally means “to make great.” Today, we use the word to mean “to make larger.”

Remind students that knowing the meanings of these elements will help them understand the definitions of words. Circle the element min in the word minuscule on the chalkboard. Say: The Greek element min means “small.” The word minuscule is an adjective meaning “very small.”

Circle the element poly in the word polysyllabic on the chalkboard. Say: The Greek element poly means “much” or “many.” I also recognize the element syllabic. It has to do with syllables. So the word must mean “having many syllables.”

Introduce the elements equ and omni. Write the words unequal and omnipotent on the chalkboard and circle equ and omni. Say: The element equ means “equal.” The prefix un- means “not,” so the word unequal means “not equal.” The element omni means “all.” The element potent means “powerful,” so omnipotent means “all-powerful.”

Guide

Write the words magnificent, polygon, and omnivore on the chalkboard. Ask volunteers to identify the Greek or Latin elements relating to amounts in each, and use the meaning of the element together with the meaning of roots to define the words. If necessary, prompt students that the root gon means “angles.”

Show students the anchor poster and tell them to use it as a reference as they work with the words with Greek and Latin elements.
Apply

Write the words minnow and equator on the chalkboard. Ask students to write an explanation in their word study notebooks of how the elements in each word combine to create its meaning. Allow them to use a dictionary or other source to learn the meanings of unfamiliar roots.

Spelling Words with Greek and Latin Elements for Amounts

Unit Spelling Words: equitable, magnitude, omnivore, diminish, polygon, equivalent, omnipresent, minimal

Write the word equitable on the chalkboard. Explain that the Latin element equ is always followed by a vowel. Then write magnitude and omnivore on the chalkboard and tell students that the elements magni and omni are always followed by consonants. Note that the other Greek and Latin elements can be followed by a vowel or a consonant.

Explain that these Greek and Latin elements are often prefixes, so they usually—but not always—appear at the beginning of words, as seen in all the words you have written on the chalkboard so far. Write the spelling word diminish on the chalkboard and point out how, in diminish, the element min has another prefix in front of it.

Tell students that dividing words into syllables can also help them spell the words. Write the word polygon on the chalkboard. Say: The element poly contains two syllables, pol and y. The last syllable is the root gon. Draw lines between the syllables of the word on the chalkboard.

Write the remaining spelling words, equivalent, omnipresent, and minimal, on the chalkboard and ask students to help you divide them into syllables.

Have students copy the unit spelling words in their word study notebooks. Ask them to circle the roots in each word. Then have them work with a buddy to say oral sentences that use the words.

Assessment Tip

Note which students have difficulty dividing the spelling words into syllables. You may want to review the rules of syllabication with them.

Supporting ELs

Like many other Greek and Latin elements, magni, min, poly, equ, and omni exist in other languages. They can be seen in the Spanish cognates la magnitud/magnitude; minimo(a)/minimal; el/la poliglota/polyglot; equitativo(a)/equitable; omnisciente/omniscient.

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.
Providing Support
To help students remember the meaning of the words, connect them to more familiar words. For example, *omniscient* shares its root with the word *science*, from a Latin word meaning “to know.” So *omniscient* means “all-knowing.” The word *minute* is a homograph that is pronounced with a short /i/ when it is a noun meaning “a unit of time equal to 60 seconds” and a long /ī/ when it is an adjective meaning “very small.”

Review Greek and Latin Elements for Amounts magni, min, poly, equ, omni
Remind students that yesterday they learned some Greek and Latin elements expressing amounts. Write the elements *magni, min, poly, equ, and omni* on the chalkboard. Then ask students for examples of each element, and write them on the chalkboard.

Teacher-Directed Sort
Teacher Word Cards: same as BLM 3
Teacher Category Cards: magni, min, poly, equ, omni
Place the category cards next to each other in a pocket chart for the students’ reference.
Model the sort by choosing a word card and placing it in the correct category in the pocket chart. Hold up the word card *polygon*.

Think aloud: The word *polygon* contains the Greek element *poly*, which means “many.” I’ll sort *polygon* into the category *poly*.
Have students help you sort the remaining cards. In addition to telling you which category to place the word in, ask students to state the meaning of the Greek or Latin element *magni, min, poly, equ, or omni*.

Pattern Sort
Give each student the category cards from BLM 2 and the word cards from BLM 4 and have them sort the words according to their Greek or Latin element.

Spelling. Have students copy the categories in their word study notebooks and write their unit spelling words in the appropriate categories.

Home/School Connection
Have students take home 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 what they are supposed to do on the BLM.
Sound Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: Two Syllables, Three Syllables, Four Syllables, Five or More Syllables

Place the category cards in a pocket chart so students can see them. Explain that in this sort, students will categorize words according to how many syllables they have. Write the word polymer on the chalkboard. Model how to determine syllables in words and look for known word parts. Say: I recognize the Greek element poly, which makes two syllables. The remaining letters, mer, are a Greek root meaning “part.” Mer forms one closed syllable. I say the word aloud, slowly, to hear how many syllables it has and whether it sounds right: pol/y/mer: polymer. I’ll place this word in the category Three Syllables.

Place the word card under Three Syllables in the pocket chart. Then give pairs of students the category cards from BLM 2 and the word cards from BLM 5. Have students work with their partners to sort the words under the correct categories and practice saying each word aloud as they do so.

Applying Meaning. Give students BLM 7 and have them complete the cloze activities using words with the Greek or Latin elements magni, min, poly, equ, or omni.

Assessment Tip

Use the completed BLM 7 to assess students’ understanding of the words. If students have difficulty completing the sentences, you may want to review how to use the meaning of the Greek and Latin elements, along with other word parts, to understand word meaning.

Providing Support

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

Home/School Connection

Give students BLM 8 to take home and 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 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 Greek and Latin elements magni, min, poly, equ, and omni.

Caught in a Lie

Do you think it’s possible to tell when someone is lying? In story books, an omniscient narrator can tell us whether a character is lying because the narrator knows everything the character is thinking. In real life, though, it’s much harder to judge whether someone is telling the truth.

That’s why police departments today sometimes use a polygraph, popularly known as a lie detector, to investigate crimes. A polygraph is a machine that measures minor changes in blood pressure, breathing, and other bodily functions. Polygraphs are used to interrogate suspects and witnesses as they are being questioned.

How does a polygraph work? The suspect is connected to a polygraph by wires. The police officer asks some questions, called control questions, that are not relevant to the case. For example, the officer might ask whether the suspect likes ice cream or whether he has ever visited a particular island near the equator. As the suspect responds to the questions, the machine measures his body’s reactions, recording even minor changes. The officer also asks questions that are relevant to the case. If the suspect equivocates, misleads, or lies to the officer, it is likely that his body’s reactions will change. For example, his blood pressure might shoot up rapidly or his hands might become noticeably damp with sweat.

Examining the magnitude of changes over the course of questioning can help the officer judge whether the suspect might be lying about important information. If the suspect’s body’s reactions change significantly, it’s likely his testimony is not relevant to the case. If the suspect equivocates, misleads, or lies to the officer, it is likely that his body’s reactions will change. For example, his blood pressure might shoot up rapidly or his hands might become noticeably damp with sweat.

It still hasn’t been proven that polygraphs are completely reliable. Sometimes, however, the mere idea of taking a lie detector test can cause a suspect to confess his crime. This fact alone may justify its continued use by police departments because it decreases the need for long, drawn-out trials.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take BLM 9 home to read to a family member and point out the words with the Greek and Latin elements magni, min, poly, equ, and omni.

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 BLM 9. Tell them that they are going to read the passage and hunt for words that have the Greek and Latin elements magni, min, poly, equ, and omni.

If necessary, model reading a sentence or two, finding and underlining words with the Greek or Latin elements. Then ask students to complete the word hunt on their own by underlining each word they find.

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

Have students work in small groups to brainstorm other words with the Greek or Latin elements magni, min, poly, equ, and omni. Allow them to use a dictionary or etymology source (there are several good ones online) if they need help. Have students write the new words in their word study notebooks. After brainstorming, have the groups share their words with the class. Challenge each group to use at least three of the words they brainstormed in oral sentences.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following sentence and have students write it on their papers:

"I would like to be omniscient in math and history, but I have only a minimal amount of knowledge in those subjects."

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 Greek and Latin elements for amounts magni, min, poly, equ, and omni using the Quick-Check for Unit 11.

Suggestions for Independent Practice

Etymology. Ask students to choose a word from the word cards whose root is unfamiliar to them. Have them use a dictionary or other source of etymological information to research the word’s etymology. Students may report their findings to the class.

Meaning Sort. Direct students to write the categories great, small, much/many, equal, and all in their word study notebooks. Give them a set of word cards and have them sort each word according to the meaning of the word’s Greek or Latin element.

Guess My Word. Have students form pairs and give each pair a set of word cards. The first student picks a card and makes up a clue about the word. Clues may include synonyms, antonyms, definitions, or sentences about the word, but not the word itself. If the other student guesses the word, he or she gets a point and takes a turn giving a clue. Encourage students to write each word as well as say it aloud.

Invented Words. Have students use their knowledge of Greek and Latin elements, along with their knowledge of roots and affixes, to make up and define new words. For example, the invented word polyamicus could mean “a person who has many friends.” Ask students to make up and define one new word using each of the five Greek and Latin elements studied in this lesson.

Unit 11 Quick-Check: Greek and Latin Elements for Amounts

Answer Key BLM 6

Answer Key BLM 7

1. equanimity
2. minnow
3. magnification
4. omnipresent
5. polytechnic
6. equation
7. magnanimous

Answer Key BLM 8

1. minor
2. polyester
3. minimize
4. polychromatic
5. omnidirectional
6. equilibrium
7. polyclinic
Unit 11 Quick-Check: Greek and Latin Elements for Amounts

Answer Questions
Directions: Choose the correct word to complete each sentence.

1. On Earth, the climate is warmest at the ___________ and coldest at the poles.
   equality   minute   equator   magnificent

2. Do not overfeed the fish; he needs only a ___________ amount of food.
   polyclinic   minimize   polymath   minuscule

3. Human beings are ___________, although some people choose not to eat meat.
   omnivores   equivalent   omnipotent   equidistant

4. The recipe told the cook to ___________ an onion and add it to the pan.
   equivocate   magnify   mince   equinox

Apply
Directions: In the space below, list three to five words you know that contain the Greek and Latin elements magni, min, poly, equ, or omni.

_____________________  ________________  ________________  ________________  ________________

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

<table>
<thead>
<tr>
<th>great</th>
<th>small</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>minus, inequity, omnipresent, polygraph, equilateral, polytechnic, equilibrium, magnification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>much/many</td>
</tr>
<tr>
<td></td>
<td>equal</td>
<td>all</td>
</tr>
</tbody>
</table>

Think and Write about Greek and Latin Elements for Amounts magni, min, poly, equ, omni
Directions: In the space below, explain how understanding the Greek and Latin elements for amounts magni, min, poly, equ, and omni helps you as a reader, speller, and writer.