Lesson Objectives

Day 1

Students will:
- Understand the meaning of Latin elements dict ("speak"), spect/spic ("look"), spir ("breathe"), and tact/tag/tang ("touch")
- Identify Latin elements dict, spect/spic, spir, and tact/tag/tang in words
- Understand that identifying the Latin elements in words can help them define words
- Use Latin elements and other word parts to define words
- Use words with the Latin elements dict, spect/spic, spir, and tact/tag/tang in oral and written sentences

Materials:
- Anchor Poster

Day 2

Students will:
- Sort words according to the meaning of their Latin elements

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

Day 3

Students will:
- Sort words according to their Latin elements

Materials:
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4

Students will:
- Identify words with Latin elements in a passage
- Define words using the meaning of their Latin elements and other word parts
- Spell words with Latin elements

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

Day 5

Students will:
- Spell words with Latin elements

Materials:
- Quick-Check Assessment
Day One

Supporting ELs

Use shorter words to introduce the Latin elements dict and spect to ELs. Good example words for these elements include dictate, edict, aspect, and prospect.

For Spanish-speaking students, it may be helpful to give examples of how these Latin elements exist in Spanish words. The elements appear in the cognates dictar/dictate; el espectador/spectator; inspirar/inspire; el contacto/contact.

The multi-syllabic spelling words contagious and conspicuous may be difficult for ELs to understand and spell. You might provide synonyms or near synonyms for each word, such as catching and infectious for contagious, and obvious for conspicuous. Work on syllabication as a spelling tool with these students. For Spanish-speaking ELs, provide the cognate contagioso(a)/contagious.

Review Greek and Latin Elements for Amounts

Focus Words: diminish, equator, magnitude, omnipotent, polysyllabic

Write the focus words on the chalkboard. Ask students what they remember about words like diminish and magnitude. (They contain Greek and Latin elements expressing amounts.) Ask students to identify the Greek and Latin elements in each word. Have them tell what each element means and then discuss the meanings of the words.

Introduce Latin Elements for Senses

dict, spect/spic, spir, tact/tag/tang

Model

Write the elements dict, spect/spic, spir, tact/tag/tang on the chalkboard. Tell students that these Latin elements have to do with the senses. Write the meaning of each element on the chalkboard: speak (dict), look (spect/spic), breathe (spir), and touch (tact/tag/tang).

Explain that knowing the meanings of these elements will help students understand the definitions of words. Write the word contradict on the chalkboard. Say: The root dict means “speak” or “say.” Contra- is a prefix meaning “against.” So contradict means “to say the opposite of.”

Next, write the word spectator on the chalkboard. Say: The root spect means “look” or “watch.” The word part -ator is a combination of the suffixes -ate and -or, which indicates that a person or thing is doing something. So spectator means “a person who watches.” This word is often used to refer to a person watching sports.

Guide

Write the words inspire and contact on the chalkboard. Ask volunteers to identify the Latin element relating to the senses in each, and use the meaning of the element together with the meaning of prefixes to define the words. If necessary, prompt students that the prefix con- means “with.”

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

Apply

Have students write sentences in their word study notebooks using the words contradict, spectator, inspire, and contact. Have them exchange sentences with a partner and check each other’s work to make sure they have used the words correctly.
Spelling Words with Latin Elements for Senses

Unit Spelling Words: aspect, conspicuous, tactful, contagious, tangible, dictate, conspire, spirited

Tell students that the Latin elements meaning “look” and “breathe” have more than one spelling.

Write the words aspect and conspicuous on the chalkboard and circle the roots spect and spic. Remind students that the elements spect and spic both mean “look.” Say: Aspect is made up of two word parts. It contains the assimilated prefix ad-, meaning “to.” Draw a line dividing a- from the rest of the word. The other word part is the Latin element spect. So the word aspect refers to how something looks to someone. The word has several definitions.

Next, discuss the word parts in conspicuous. Divide the word into syllables using slash marks: con/spic/u/ous. Say: I recognize the prefix con- and the suffix -ous in the word, as well as the root spic. Something that is conspicuous is easy to see. Remember that the root spic has something to do with “look.”

Write the words tactful, contagious, and tangible on the chalkboard. Ask students to identify the Latin element in each. (tact, tag, tang) Remind students that all these elements mean “touch.” Ask volunteers to explain the meanings of the parts in each word and then define the word. If necessary, prompt them with the meaning of suffixes.

Repeat this process with the word dictate, asking students to find the root and tell what the word means. Then repeat with conspire and spirited, having students find the root spir and tell what the words mean.

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.

Blending Practice

If some students have difficulty reading the words, help them read the words, syllable by syllable. For example, point to the word contradict on the chalkboard. Show how you divide the word into three syllables: con/tra/dict. Point out that the first syllable is a closed syllable with a short o sound. Point out the third syllable with the Latin root. Explain that although the middle syllable is an open syllable, it doesn’t have a long a sound. Instead, it has a schwa sound. Read each syllable and then blend the syllables together: con/tra/dict: contradict. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Assessment Tip

When you ask students to use the spelling words in oral sentences, note any students who do not volunteer or who use the words incorrectly. Provide these students with examples of meaningful sentences using the words.

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

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>dict</th>
<th>spect/spic</th>
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<tbody>
<tr>
<td>dictate</td>
<td>aspect</td>
</tr>
<tr>
<td>dictionary</td>
<td>inspector</td>
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<tr>
<td>dictum</td>
<td>perspective</td>
</tr>
<tr>
<td>edict</td>
<td>perspicuous</td>
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<tr>
<td>valedictorian</td>
<td></td>
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<table>
<thead>
<tr>
<th>spir</th>
<th>tact/tag/tang</th>
</tr>
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<tbody>
<tr>
<td>aspiration</td>
<td>contagious</td>
</tr>
<tr>
<td>conspire</td>
<td>tactful</td>
</tr>
<tr>
<td>spirited</td>
<td>tactic</td>
</tr>
<tr>
<td>spirited</td>
<td>tangible</td>
</tr>
</tbody>
</table>

Pattern Sort

<table>
<thead>
<tr>
<th>dict</th>
<th>spect/spic</th>
</tr>
</thead>
<tbody>
<tr>
<td>contradict</td>
<td>despicable</td>
</tr>
<tr>
<td>dictator</td>
<td>retrospect</td>
</tr>
<tr>
<td>prediction</td>
<td>spectacle</td>
</tr>
<tr>
<td>verdict</td>
<td>spectator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>spir</th>
<th>tact/tag/tang</th>
</tr>
</thead>
<tbody>
<tr>
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<td>contact</td>
</tr>
<tr>
<td>inspire</td>
<td>tactile</td>
</tr>
<tr>
<td>perspiration</td>
<td>tangent</td>
</tr>
<tr>
<td>respiratory</td>
<td>tangle</td>
</tr>
</tbody>
</table>

Review Latin Elements for Senses
dict, spect/spic, spir, tact/tag/tang

Ask students to recall the Latin elements relating to the senses that they learned the previous day. Write the elements on the chalkboard as students call them out. Then ask students for the meaning of each element and an example of a word containing the element.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards

Tell students that in this sort, they will categorize words according to their Latin roots. Place the category cards in a pocket chart so that students can see them.

Model how to sort a word, including an explanation of the meaning of the Latin element. Show the word card aspiration to the class.

Think aloud: The word aspiration contains the Latin element spir, which means “breathe.” So I’ll place aspiration in the chart under spir.

Have students help you sort the remaining word cards. Guide students to identify the Latin element in each word and tell you in which category to put each word.

Pattern Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 4 and have the pairs sort the words according to their Latin element. Ask students to pronounce each word as they sort it.

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.
Speed Sort

Give students the category cards from BLM 2, the word cards from BLM 5, and a stopwatch or other timing device.

Say: In this sort, you will race against the clock to sort the words by their Latin element dict, spect/spic, spir, or tact/tag/tang. You'll time yourself with a stopwatch and write down your time at the end. Then you'll repeat the sort to see if you can improve your time.

Have students start the stopwatch, sort the words by their Latin elements, and then stop the stopwatch. Direct them to review their work and make sure they have sorted all the words correctly, and then write their time in their word study notebook.

Have students repeat the sort, trying to increase their accuracy and speed with each attempt.

Applying Meaning. Give students BLM 7 and have them complete the matching and cloze activities using words with the elements dict, spect/spic, spir, and tact/tag/tang.

Oddballs

Make sure that students understand that the pronunciation of indict is different from other dict words: /indɪt/. The word combines the Latin prefix in- and root dictare (“to say”). At some point, the word passed into French with the spelling enditer, and then into English as indite. Later, the English spelling was changed to reflect the word’s Latin roots, but, for unknown reasons, the pronunciation did not change. Review the word’s meanings. The general meaning is “to charge with a fault or offense.” When used in the legal sense, it means “to charge with a crime.”

To avoid confusion, it may be worth pointing out to students that tac is another Latin word element that looks similar to but differs in meaning from tact/tag/tang. Explain that tac means “silent,” as in the word tacit, which means “understood without being openly expressed” or “implied.”

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the meaning and spelling of the words. Note whether they need more practice spelling difficult multi-syllabic words.

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 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.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them chorally read the passage straight through. Then have them work as a team to find examples of the Latin elements dict, spect/spic, spir, and tact/tag/tang.

Olympic Champion Jackie Joyner-Kersee

Since ancient Greek times, spectators have marveled at the athletic feats of Olympians. But no one could have predicted that one of the greatest Olympic athletes in history would come from a poor, crime-ridden neighborhood in St. Louis, Missouri. Jackie Joyner-Kersee’s aspirations to achieve greatness through sports helped lift her out of poverty and into the record books.

Jackie’s achievements in track and field are nothing short of spectacular. A six-time Olympic medalist in track and field, Jackie was named Sports Illustrated’s “Women’s Athlete of the 20th Century” during the 1990s. She dominated the heptathlon record board, with the top six best results ever, including her 7,291-point world record.

Jackie has been an inspiration to athletes the world over, and not only for her feats in track and field. Jackie was also a talented volleyball and basketball player; she even played basketball in college and as a professional in the American Basketball League. Jackie’s competitive spirit and love for sports are both genuine and contagious. She has encouraged and inspired many young athletes to pursue their dreams, including future stars Mia Hamm (soccer) and Marion Jones (basketball). Moreover, Jackie has given back to the community through the Jackie Joyner-Kersee Youth Foundation, which helps young people and their families in the St. Louis area. Jackie Joyner-Kersee will no doubt be remembered as one of the greatest athletes of all time.

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 Latin elements dict, spect/spic, spir, and tact/tag/tang.

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 are going to read the passage and hunt for words that have the Latin elements dict, spect/spic, spir, and tact/tag/tang.

Read a few lines of the passage aloud and model finding and underlining words that include the Latin elements relating to the senses. Ask students to complete the rest of the word hunt on their own.

Have students write the words they find in their word study notebooks. As a group, talk about the meanings of the words students know. Encourage students to speculate about the meanings of unfamiliar words, using the meanings of the word parts along with context clues from the passage to define them.

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: equivalent, omnivore, polygon.

Dictate the following words from this week’s unit, one at a time, having students write them on their BLMs: aspect, contagious, tangible.

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

*My sister is very spirited, although not very tactful.*

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 elements for senses dict, spect/spic, spir, and tact/tag/tang using the Quick-Check for Unit 12.

Suggestions for Independent Practice

Alphabetical Order. Give students a set of word cards and have them alphabetize the words. For a greater challenge, give pairs of students word cards and have one student read the words aloud one at a time, while the other student writes the words in alphabetical order in his or her word study notebook.

Word Find. Have small groups of students choose one of the longer words from the word cards, such as conspicuous, unpredictable, or valedictorian, and supply them with a stopwatch. Have them compete to see how many new words they can form from the letters in their chosen word within a given amount of time.

Syllable Sort. Have students write the categories Two Syllables, Three Syllables, Four Syllables, and Five or More Syllables in their word study notebooks. Give students a set of word cards and ask them to sort the words by number of syllables.

Word Clues Game. Have small groups of students work together to write clues describing the words in a set of word cards. Ask them to write the clues on slips of paper and assign each cue a number based on its difficulty, with one being the easiest and five being the most difficult. Students then switch clues with another group that wrote clues for a different set of word cards. To play the game, the first student selects a clue based on its difficulty and tries to guess the word described on that card. Upon guessing the word, he or she earns the number of points assigned to that clue. If the student is unable to guess the word, the clue goes back into the pile and play passes to the next student.

Answer Key Unit 12 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>dict (”speak”)</th>
<th>spect/spic (”look”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>contradict</td>
<td>despicable</td>
</tr>
<tr>
<td>prediction</td>
<td>spectacle</td>
</tr>
<tr>
<td>verdict</td>
<td></td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. tactile, diction, spirited, spectacle, tangible
2. perspiration
3. retrospect
4. tactful
5. dictate
6. tangent

Answer Key BLM 8

1. spectrum, tactic, dictionary, tangential, spiritual
2. dispirited
3. indict
4. inspection
5. spectacular
6. conspicuous
Unit 12 Quick-Check: Latin Elements for Senses

Answer Questions

Directions: Read the words in the word bank. Choose four words and write one sentence using each word on the lines provided.

Word Bank aspiration conspire dictator expire inspector spirited

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

4. ___________________________________________________________________

Apply

Directions: In the space below, list three to five words you know that have one of the Latin elements dict, spect/spic, spir, or tact/tag/tang.

________________________________________ ____________________________

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

<table>
<thead>
<tr>
<th>dict</th>
<th>spect/spic</th>
<th>spir</th>
<th>tact/tag/tang</th>
</tr>
</thead>
<tbody>
<tr>
<td>contagion, diction, dispirited, intact, prospect, respiration, spectrum, transpire</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Latin Elements for Senses dict, spect/spic, spir, tact/tag/tang

Directions: In the space below, explain how understanding the Latin elements for senses dict, spect/spic, spir, and tact/tag/tang helps you as a reader, speller, and writer.