Lesson Objectives

**Day 1**

**Students will:**
- Understand the meaning of Latin elements *fract/frag* ("break"), *rupt* ("break"), *flect/flex* ("bend"), and *vers/vert* ("turn")
- Identify the Latin elements *fract/frag*, *rupt*, *flect/flex*, and *vers/vert* 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
- Understand that syllabication can help them spell words
- Use words with the Latin elements *fract/frag*, *rupt*, *flect/flex*, and *vers/vert* in oral sentences

**Materials:**
- Anchor Poster

**Day 2**

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

**Materials:**
- BLM 2: Category Cards
- BLMs 3-4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—fract/frag, rupt, flect/flex, vers/vert
- Teacher Word Cards—universe, flexible

**Day 3**

**Students will:**
- Sort words according to the number of syllables
- Sort words according to student-determined categories

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

**Day 4**

**Students will:**
- Identify and list words with Latin elements in a passage and in other texts
- 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
Providing Support

Students may know that flexible means “able to bend,” and that fracture means “a break or crack.” Remind them that fracture can also be used as a verb. Explain that avert contains the assimilated prefix ab-, meaning “away.” Avert means “to turn away.”

Supporting ELs

Make sure that English Learners understand the meanings of the example words. Pair ELs with fluent English speakers who can help them understand the words through demonstrations, examples, or pictures. For example, a student might illustrate the meaning of eruption by drawing an erupting volcano.

Most of the spelling words have Spanish cognates. These include: la controversia/controversy; frágil/fragile; inflexible/inflexible; la infracción/infraction. Spanish has two words for reflection: el reflejo (“reflected image”) and la reflexión (“thought”).

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

Focus Words: aspect, conspicuous, contagious, dictate, edict, perspicacious, spiritual

Write the focus words on the chalkboard and say the words aloud. Ask volunteers to define each word. Then have them identify the Latin element relating to the senses in each word.

Introduce Latin Elements for Actions

fract/frag, rupt, flect/flex, vers/vert

Model

Write the following Latin elements on the chalkboard and read them aloud: fract/frag, rupt, flect/flex, and vers/vert. Say: The elements fract or frag and rupt mean “break,” the element flect or flex means “bend,” and the element vers or vert means “turn.” Write each meaning on the chalkboard under the elements.

Write the following words on the chalkboard, read them aloud, and underline the Latin element in each word: fracture, eruption, flexible, and avert. Point out that the roots can appear in different parts of words, at the beginning, in the middle, and at the end. Say: I can use what I know about the meanings of these Latin elements to figure out the definitions of words. I can see that the word eruption has to do with something breaking.

Tell students that prefixes and suffixes can also help them in understanding a word. Say: I know that the prefix e- means “out.” And the suffix -ion means “action.” I can figure out that the word eruption literally means “the action of breaking out.” We use this word to explain what a volcano does. It can also refer to anger.

Guide

Refer to the anchor poster and review the Latin elements and their meanings with students.

Write the following words on the chalkboard: fragment, deflect, adversity. Ask volunteers to circle the Latin elements. Have students use what they know about the meanings of the roots and the prefixes and suffixes to figure out the definitions of the words. Have students underline the prefixes and suffixes to reinforce splitting words into parts to help them read and understand new words.
Apply

Have students form small groups and work together to brainstorm words with the Latin elements *fract/frag*, *rupt*, *flect/flex*, and *vers/vert*. Have students write the elements in their word study notebooks and write the words they brainstorm under the appropriate category. Invite groups to share their words with the class.

Spelling Words with Latin Elements

Unit Spelling Words: *controversy, infraction, reflection, advertise, fragile, inflexible, interrupt, invert*

Write the following words on the chalkboard: *controversy, infraction, reflection*.

Remind students that when they know the Latin elements they already know how to spell a part of these longer words. Underline the Latin element in each word on the chalkboard: *controversy, infraction, reflection*.

Also remind students that they can look for suffixes and prefixes they may already know within the spelling words, for example, *-ion* in *infraction* and *reflection*.

Rewrite each word on the chalkboard in syllabic form: *con/tro/ver/sy, in/frac/tion*, *re/flec/tion*. Remind students that breaking words into syllables can help them spell longer words. Note that the Latin elements *vers, fract, rupt, and flect* each end with two consonants. Say: *I know that when I divide a word into syllables, I divide between two consonants. So in these four words, the last letter of the Latin element breaks away from the rest of the element and becomes part of the last syllable.*

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to underline the Latin roots and circle the affixes in each word. Finally, work with students to syllabicate the words.

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

Have students write the spelling words in their word study notebooks.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word *eruption* on the chalkboard. Show how you divide the word into three syllables after the vowel *e* and between the two consonants, *p* and *t*. Explain that you now have three syllables. Tell students that the V/CV pattern at the beginning of the word tells you that the first syllable has the long *e* sound. Explain that the second syllable is closed, which tells you that the vowel sound is a short *u* sound. The last syllable is pronounced /shun/. Read each syllable and then blend the syllables together: *e/rup/tion: eruption*. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Assessment Tip

Note which students have difficulty dividing the spelling words into syllables. Pronounce each spelling word aloud slowly, and then have students say the word with you. Ask them to write each syllable they hear as they say the word.

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

Providing Support
If students have difficulty pronouncing the words, work with them on syllabication and review the rules that can help them determine if vowel sounds are long or short.

Common Features Sort

<table>
<thead>
<tr>
<th>fract/frag</th>
<th>rupt</th>
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<tbody>
<tr>
<td>fragile</td>
<td>eruption</td>
</tr>
<tr>
<td>fracture</td>
<td>interrupt</td>
</tr>
<tr>
<td>infraction</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>flect/flex</th>
<th>vers/vert</th>
</tr>
</thead>
<tbody>
<tr>
<td>flex</td>
<td>advertise</td>
</tr>
<tr>
<td>inflexible</td>
<td>avert</td>
</tr>
<tr>
<td>reflection</td>
<td>controversy</td>
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<tr>
<td></td>
<td>extrovert</td>
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<td></td>
<td>invert</td>
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<tr>
<td></td>
<td>universe</td>
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<tr>
<td></td>
<td>vertebra</td>
</tr>
<tr>
<td></td>
<td>versatile</td>
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</tbody>
</table>

Meaning Sort

<table>
<thead>
<tr>
<th>break</th>
<th>bend</th>
<th>turn</th>
</tr>
</thead>
<tbody>
<tr>
<td>abrupt</td>
<td>flexible</td>
<td>adversity</td>
</tr>
<tr>
<td>bankrupt</td>
<td>inflect</td>
<td>convert</td>
</tr>
<tr>
<td>fraction</td>
<td>reflect</td>
<td>divert</td>
</tr>
<tr>
<td>fragment</td>
<td></td>
<td>introvert</td>
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<tr>
<td>rupture</td>
<td></td>
<td>subversion</td>
</tr>
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<td></td>
<td></td>
<td>version</td>
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<td></td>
<td></td>
<td>versus</td>
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<td></td>
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<td>vertigo</td>
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</tbody>
</table>

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.

Review Latin Elements for Actions fract/frag, rupt, flect/flex, vers/vert
Write the words abrupt, anniversary, and fraction on the chalkboard. Ask students to identify the Latin element in each word. Ask them what each element means. Ask students to turn to a partner. Have one student define a word in his or her own words. Have the other student use the word in an oral sentence.

Common Features Sort
Teacher Word Card: universe
Teacher Category Cards: fract/frag, rupt, flect/flex, vers/vert
Place the category cards in a pocket chart so students can see them. Hold up the word card universe and read it aloud.

Think aloud: I can hear and see that the word universe includes the Latin element vers, so I’ll place this word in the vers/vert category.

Give students the category cards from BLM 2 and words cards from BLM 3. Have them sort the words according to the Latin element. Encourage students to pronounce each word as they sort it.

Meaning Sort
Teacher Word Card: flexible
Teacher Category Cards: break, bend, turn
Place the category cards in a pocket chart so students can see them. Hold up the word flexible and read it aloud.

Think aloud: The word flexible contains the Latin element flex. I know that flex means “bend,” so I’ll place this word in the bend category.

Remind students that words with the elements fract/frag and rupt both go into the break category.

Give students the category cards from BLM 2 and words cards from BLM 4 and have them sort the words according to the meanings of the Latin elements. Encourage students to check a dictionary if they are unsure of the meaning of a word.

When students have completed their sorts, hold a discussion so that they may compare their sorts.

Spelling. Have students write the categories, break, bend, and turn in a row in their word study notebooks. Have them sort the spelling words according to their meaning.
Pattern Buddy Sort

Give pairs of students the category cards Two Syllables, Three Syllables, Four or More Syllables from BLM 2 and the word cards from BLM 5. Have them sort each word according to the number of syllables it has.

Guess My Category Sort

Divide students into groups of four. Give each group the word cards from BLM 5 and a dictionary.

Have the students read their word cards and define each word. If they are unsure about a word’s meaning, encourage them to look it up in the dictionary. Next, have the students work together to decide on two or more categories into which they will organize their cards—by similar sounds, meanings, number of syllables, or other categories.

After groups have completed their sorts, have them share their results with the rest of the class. Ask other groups to guess the way each group sorted their words.

Applying Meaning. Give students BLM 7 and have them complete the matching and cloze activities, matching the words with the correct definition, and choosing the word with the correct meaning to complete each sentence.

Assessment Tip

After students complete BLM 7, review the worksheets to assess their understanding of the meaning and spelling of the words. Note if students need more practice with word meanings and 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.
Providing Support

Some ELLs 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 the Latin elements *fract/frag, rupt, flect/flex,* and *vers/vert.*

Word Hunt

Give students a copy of the passage on BLM 9. Tell students that they are going on a word hunt for words with the Latin elements *fract/frag, rupt, flect/flex,* and *vers/vert.* Direct them to read the passage and underline the words that they find.

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

Ask pairs of students to begin lists of words in their word study notebooks under the headings *fract/frag, rupt, flect/flex,* and *vers/vert.* They can start the lists by sorting the words in the passage under the correct heading.

Then ask the pairs to look through other texts for words with these Latin elements and to add the new words to their lists.

After students have had a chance to develop their lists, discuss with them which of their lists has the most words. Which Latin element seems to be the most common? The least common?

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 the BLMs: *conspire, tactful, tangible.*

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: *reflection, fragile, anniversary.*

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

*The student who had committed the infraction was never punished, which caused a controversy.*

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.

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Drill, Baby, Drill?

As Vice Presidential candidate in 2008, Sarah Palin made the news when she eagerly promoted offshore drilling for oil and gas in Alaska. Her declaration of “Drill, baby, drill” was greeted with an explosion of applause from supporters. With high gas prices and America’s dependence on imported oil, it’s easy to understand why many Americans want to drill for oil at home. Using more American oil could mean lower prices at the pump.

However, the idea of drilling in Alaska has set up a showdown of environmental activists versus drilling supporters. Activists worry that construction of oil rigs could disturb the fragile balance of one of America’s few remaining pristine areas. One example cited by activists is the beluga whale, a protected animal under the Endangered Species Act. They say that by increasing industrial activity near the beluga habitat, the population of 300 whales could be further harmed—possibly even wiped out.

After much reflection, President Barack Obama proposed a plan in 2010 to allow more offshore drilling but mainly in the Atlantic Ocean and Gulf of Mexico. This compromise hasn’t really made either side of the debate happy. Many devoted environmental activists think there should be no drilling at all, while drilling supporters want to see even more areas (such as Alaska) opened up to exploration for oil and gas. No doubt the controversy will continue for many years to come.

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 *fract/frag, rupt, flect/flex,* and *vers/vert.*

Supporting ELLs

Make sure ELLs 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.
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 fract/frag, rupt, flect/flex, and vers/vert using the Quick-Check for Unit 13.

Suggestions for Independent Practice

Matching Words and Definitions. Provide each student with eight to ten word cards and a dictionary. Have students use their own words to write the meaning of each word. Students may consult the dictionary as they write their definitions. Have them exchange definitions and word cards with a partner who used a different set of word cards. Each student then matches the words with their definitions.

Crossword Puzzle. Have students work in small groups to create simple crossword puzzles using words from the word cards. They will write a clue for each word and draw boxes on a sheet of graph paper in which to write the word. Provide examples of crossword puzzles from a book or newspaper so that students have a model for the puzzle’s format. Students can exchange puzzles with another group and try to solve them.

Concentration. Give students a set of word cards using words from two of the BLMs that have been selected so that there are even numbers of words with each Latin element. Have students arrange the cards facedown on a desk and find pairs of words with the same Latin element.

Speed Read. Have students work in pairs. The pairs select up to twenty word cards and, first, read the words together, making sure they know how to pronounce each one. Then have the students take turns reading the words while the other student times their reading with a stopwatch and makes sure the words are said correctly. For each incorrectly pronounced word, the student adds two seconds to the total time. Have students compete to see who has the fastest time.
Unit 13 Quick-Check: Latin Elements for Actions fract/frag, rupt, flect/flex, vers/vert

Answer Questions
Directions: Choose the correct word to complete each sentence.
1. The store owner hung a sign in the window to ________ a sale on sneakers.
   fracture     divert     advertise
2. Dad injured a ________ in the accident and had a sore back for several weeks.
   vertebra     fractals     reflections
3. The ballet dancers ________ their feet to warm up for a performance.
   erupt     reverse     flex
4. Only a small ________ of people in the United States have no Internet access today.
   fraction     version     anniversary

Apply
Directions: In the space below, list three to five words you know that have one of the Latin elements fract/frag, rupt, flect/flex, or vers/vert.

__________________________  ____________________________  __________________________

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

<table>
<thead>
<tr>
<th>break</th>
<th>bend</th>
<th>turn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>versatile, extrovert, universe, bankrupt, reflection, fragment, inflexible, interrupt</td>
</tr>
</tbody>
</table>

Think and Write about Latin Elements for Actions fract/frag, rupt, flect/flex, vers/vert
Directions: In the space below, explain how understanding the Latin elements for actions fract/frag, rupt, flect/flex, and vers/vert helps you as a reader, speller, and writer.