Lesson Objectives

Day 5 Students will:
- Spell words with Greek and Latin elements

Materials:
- Quick-Check Assessment

Day 4 Students will:
- Use Greek and Latin elements and other word parts to define words
- Write a paragraph using words with the Greek and Latin elements
- Spell words with Greek and Latin elements

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

Day 3 Students will:
- Sort words according to the meaning of their Greek or Latin elements

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 6: Take-Home Activity

Day 2 Students will:
- Sort words according to their Greek or Latin elements

Materials:
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 5: Word Cards
- BLM 6: Take-Home Activity

Day 1 Students will:
- Understand the meaning of Greek and Latin elements dem, greg, pol/polis, pop/pub, and civ
- Identify Greek and Latin elements dem, greg, pol/polis, pop/pub, and civ in words
- Understand that identifying the Greek and Latin elements in words can help them define words
- Use Greek and Latin elements and other word parts to define words
- Understand that syllabication can help them spell words
- Syllabicate words with the Greek and Latin elements dem, greg, pol/polis, pop/pub, and civ
- Use words with the Greek and Latin elements in oral sentences

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Day 1)
Day One

Providing Support
Remind students that splitting words into parts can help them understand a word’s meaning. For example, the word congregation is made up of the parts con, greg, ation. The parts con and greg mean “together flock.” The noun suffix -ation means “that which is.” The word means “a gathering of people.”

Supporting ELs
Use pictures or demonstrations to make sure that English Learners understand the meanings of the Greek and Latin elements. The definition of the element civ (“citizen”) may be difficult to explain. Demonstrations or pictures of voting or saying the pledge of allegiance may help communicate its meaning. The Spanish word for citizen is ciudadano(a).

Blending Practice
Remind students that breaking a word into syllables is a good way to read longer words. They can use what they know about syllable patterns and vowel sounds to decide where to divide a word. Remind them that each syllable has one vowel sound. Make sure they understand that two vowels together can make one vowel sound. Tell them that we don’t split vowel or consonant digraphs when we divide a word into syllables. Take some of the more difficult words from the word cards and help students divide them into syllables. Then read each syllable, blending the syllables together to read the word. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Greek and Latin Elements aero, ast/aster,hydr, naut/nav, photo, terr
Focus Words: aerobic, astronomy, hydrant, navigate, photograph, subterranean
Say the word aerobic aloud and ask students to identify the Greek or Latin element. Ask them what the element means. (aero—“air”) Repeat with the words astronomy and hydrant. (ast—“star”; hydr—“water”)
Ask students to write the words navigate, photograph, and subterranean in their word study notebooks. Have them circle the Greek or Latin element in each and write its meaning.

Introduce Greek and Latin Elements for People dem, greg, pol/polis, pop/pub, civ
Model
Write the following Greek or Latin elements on the chalkboard and read them aloud: dem, greg, pol/polis, pop/pub, civ. Say: Each Greek and Latin element has a meaning. The elements dem, pop, and pub mean “people.” Greg means “flock or herd,” pol and polis mean “city,” and civ means “citizen.” Write the meaning of each element on the chalkboard.

Guide
Allowing space for word webs, write the remaining Greek and Latin elements on the chalkboard: dem, greg, pol/polis, and pop/pub.
For each element, have students brainstorm at least two words they know that contain the element. Add the words to the appropriate web on the chalkboard. If students need help getting started, you might supply example words such as democratic, congregation, metropolis, and population.
Have students define each word they suggest. If they don’t already know the meaning, encourage them to use what they know about the meanings of the elements to make an educated guess.
Apply

Have students in small groups copy the word webs into their word study notebooks. Ask them to brainstorm more words for each Greek or Latin element and add the words and their definitions to the webs. If students have difficulty, they can use dictionaries to look up additional words or to check meanings.

Spelling Words with Greek and Latin Elements for People

Unit Spelling Words: cosmopolitan, epidemic, gregarious, civilian, desegregate, metropolis, populace, publicize

Write the words cosmopolitan, epidemic, and gregarious on the chalkboard.

Tell students that they already know how to spell part of each word because they know the Greek or Latin elements in the words.

Divide the words into syllables on the chalkboard: cos/mo/pol/i/tan, ep/i/dem/ic, gre/gar/i/ous. Remind students that splitting long words into syllables can help them spell these words. Point out that in cosmopolitan, the first three syllables all contain the vowel o. The syllabication signals the pronunciation of these vowels. The first division, between two consonants, tells you that the vowel sound in the first syllable is short. The second syllable is divided after the vowel, so the o is long. The third syllable is divided after the consonant, so the o is short. Say the word aloud, and then have students say it with you.

Write the remaining spelling words on the chalkboard and underline the Greek or Latin element in each. Say the words aloud and have students repeat the words after you. Ask students to help you rewrite the words in syllabic form.

Have students draw a four-column chart titled “How Well Do I Know These Words?” in their word study notebooks. Have them label the four columns Don’t Know It, Have Seen or Heard It but Don’t Know the Meaning, Think I Know the Meaning, and Could Use or Define the Word. Have students sort each spelling word according to their knowledge of the word.

Discuss the meaning of each spelling word and ask students to use the words in oral sentences.

Assessment Tip

Note which students sort a large number of spelling words in the Don’t Know It column in their word study notebooks. Pair these students with others who have a better understanding of the words’ meanings. Have the students use the words in oral and written sentences so that they become comfortable with their meanings and spellings.

Supporting ELs

Provide Spanish-speaking students with these cognates to help them understand the spelling words and how the Greek and Latin roots are the same in both languages: civil/civilian; cosmopolita/cosmopolitan; la epidemia (noun) or epidémico(a) (adjective)/epidemic; gregario(a)/gregarious; la metrópoli/metropolis; el populacho/populace; publicar/publicize.

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 identifying the Greek and Latin elements in words in the blind sorts, encourage them to say the words out loud and listen to the syllables. Remind them that while some of the elements will always form a single syllable, other elements may be broken across two syllables.

Pattern Sort

<table>
<thead>
<tr>
<th>dem</th>
<th>greg</th>
<th>pol/polis</th>
</tr>
</thead>
<tbody>
<tr>
<td>demagogue</td>
<td>congregation</td>
<td>cosmopolitan</td>
</tr>
<tr>
<td>democratic</td>
<td>desegregate</td>
<td>metropolis</td>
</tr>
<tr>
<td>demographer</td>
<td>gregarious</td>
<td>police</td>
</tr>
<tr>
<td>epidemic</td>
<td>aggregate</td>
<td>civic</td>
</tr>
</tbody>
</table>

Blind Sort

<table>
<thead>
<tr>
<th>dem</th>
<th>greg</th>
<th>pol/polis</th>
</tr>
</thead>
<tbody>
<tr>
<td>democratically</td>
<td>egregious</td>
<td>acropolis</td>
</tr>
<tr>
<td>endemic</td>
<td>gregariousness</td>
<td>policy</td>
</tr>
<tr>
<td>pandemic</td>
<td>segregation</td>
<td>politician</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pop/pub</th>
<th>civ</th>
</tr>
</thead>
<tbody>
<tr>
<td>populace</td>
<td>civilian</td>
</tr>
<tr>
<td>popularity</td>
<td>uncivilized</td>
</tr>
<tr>
<td>publicize</td>
<td></td>
</tr>
</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 Greek and Latin Elements for People
dem, greg, pol/polis, pop/pub, civ

Write the words demographer, egregious, politics, popularize, and civility on the chalkboard. Ask students to identify the Greek or Latin element in each word and tell what the element means. Have students turn to a buddy and work together to define the words.

Pattern Sort

Explain to students that they are going to sort a group of words according to which Greek or Latin root they contain: dem, greg, pol/polis, pop/pub, or civ.

Give each student the category cards dem, greg, pol/polis, pop/pub, civ from BLM 2 and the word cards from BLM 3. Have them sort the words.

Blind Sort

Give pairs of students the category cards dem, greg, pol/polis, pop/pub, and civ and the word cards from BLM 4. Have them place the category cards on the table so that both can see them. Direct them to have one student pick a word card and read the word aloud to his or her partner, without showing the word. The partner listens for the Greek or Latin element and tells in which category to place the word. Then students switch roles and continue until they have sorted all sixteen words. Encourage students to read the words aloud more than once if their partners have difficulty.

Spelling. Direct the students in a writing sort with the spelling words. Have them write the categories dem, greg, pol/polis, pop/pub, and civ in their word study notebooks. Read the spelling words aloud, one at a time, and have students write each word in the correct column in their notebooks. Have students check their spelling against their first list of spelling words in their word study notebooks.
Meaning Sort

Teacher Word Card: pandemic
Teacher Category Cards: people, flock/herd, city, citizen

Place the category cards in a pocket chart and display them for students. Model sorting a word according to the meaning of its Greek or Latin element. Hold up the word card pandemic.

Think aloud: The word pandemic has three syllables, pan/dem/ic. In the second syllable, I hear the Greek or Latin element dem. Dem means “people,” so I’ll sort this word under the category people.

Remind students that there are two Greek or Latin elements that mean “people,” dem and pop/pub. Give students the category cards from BLM 2 and the word cards from BLM 5 and have them sort the words.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the word with the correct meaning and spelling.

<table>
<thead>
<tr>
<th>people</th>
<th>flock/herd</th>
</tr>
</thead>
<tbody>
<tr>
<td>democracy</td>
<td>aggregation</td>
</tr>
<tr>
<td>democratize</td>
<td>congregate</td>
</tr>
<tr>
<td>demography</td>
<td>segregate</td>
</tr>
<tr>
<td>popularize</td>
<td></td>
</tr>
<tr>
<td>populate</td>
<td></td>
</tr>
<tr>
<td>public</td>
<td></td>
</tr>
<tr>
<td>publisher</td>
<td></td>
</tr>
<tr>
<td>city</td>
<td></td>
</tr>
<tr>
<td>megalopolis</td>
<td>citizenship</td>
</tr>
<tr>
<td>metropolitan</td>
<td>civility</td>
</tr>
<tr>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>civilization</td>
<td>civility</td>
</tr>
</tbody>
</table>

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 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 ELs 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 Greek and Latin elements dem, greg, pol/polis, pop/pub, and civ.

Sickness in the City: London's Black Plague

In any place where large groups of people congregate, diseases can spread quickly. That's why, hundreds of years ago, the wealthy people of London would flee to the country whenever the bubonic plague struck the city. This dreaded plague, also called the "Black Death," wiped out tens of thousands of Londoners in 1347—possibly even half the population of the city! It quickly devastated the poor, who lived in crowded and often filthy conditions. Unlike the rich, poor people could not afford to escape the city, or they stayed . . . and they died.

At the time, doctors didn't understand what caused this horrific epidemic. People knew that it was contagious, meaning it could spread from person to person, but they weren't sure how that happened. Some people thought you could get the disease simply from touching an infected person or their possessions. Infected people were quarantined from healthy people, locked into their homes for forty days, and their clothes and bedding were burned if they died.

We now know that the plague was spread by the bite of infected fleas that lived on rats. If a rat became infected, it was also spread from person to person, when an infected person coughed. The bacteria that caused the plague was passed on in the cough's water droplets. The plague epidemic finally ended around 1665, after the Great Fire of 1666 burned down large sections of the metropolis. But even today, the plague is remembered as one of the worst diseases ever.

To provide a definition for each word in their own words.

Challenge students to write a short paragraph using at least three words with the Greek and Latin elements. Ask students to complete the rest of the word hunt on their own.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they are going to read the passage and find words that have the Greek and Latin elements dem, greg, pol/polis, pop/pub, and civ. Write the elements on the chalkboard so students can refer to them during the word hunt.

Read a few lines of the passage aloud and demonstrate finding and marking words that include the Greek and Latin elements. Ask students to complete the rest of the word hunt on their own.

After students have finished, have them share the words they found. Ask volunteers to provide a definition for each word in their own words.

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 dem, greg, pol/polis, pop/pub, and civ.

Spelling Practice

Challenge students to write a short paragraph using at least three words with the Greek and Latin elements. Ask students to complete the rest of the word hunt on their own.

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: photosynthesis, terrestrial, nautical.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: gregarious, civilization, pandemic.

Dictate the following sentence and have students write it on their papers: We hung colorful posters all over the metropolis to publicize the free concert.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Day Four

Answer Key Reading Passage (BLM 9)

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 Study & Vocabulary 4: Unit 15: Greek and Latin elements dem, greg, pol/polis, pop/pub, and civ
Day Five

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 dem, greg, pol/polis, pop/pub, and civ using the Quick-Check for Unit 15.

Suggestions for Independent Practice

Alphabetizing. Give students a set of word cards and have them place the words in alphabetical order. Students could also work in pairs and take turns reading the words aloud one by one and writing the words in alphabetical order in their word study notebooks.

Guess My Category Sort. Have students work in pairs or small groups to create their own sorting categories for a set of words. Categories might be based on sounds, syllables, patterns, meanings, or any other features. After students sort the words, have them share the sort (but not their categories) with the class, and have other students try to guess the categories.

Complete the Sentences. Give students six to eight word cards and have them write a meaningful cloze sentence for each word. Students can exchange sentences with a partner and complete the cloze.

Go Fish. Give pairs of students a set of word cards containing four words with each Greek or Latin element, twenty cards in all. Each student picks four cards. The rest of the cards remain facedown in a pile on the table. The object of the game is to accumulate sets of four cards containing the same Greek or Latin element. Students take turns asking each other for a card with dem, greg, pol/polis, pop/pub, or civ. If the other player has one of these word cards, he or she must hand it over. If the other player does not have such a card, the first player draws from the pile. When a player has a set of four, he or she can put the set down. The first player with no cards wins.

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Unit 15 Quick-Check: Greek and Latin Elements for People dem, greg, pol/polis, pop/pub, civ

Answer Questions
Directions: Choose the correct word to complete each sentence. Write the word in the space provided.

1. When the soldier was off-duty, she wore _____________ clothes instead of a uniform.
   democratic   gregarious   civilian

2. Alice is _____________ because she is a good friend and treats people with respect.
   epidemic   popular   public

3. The _____________ was studying how the population of the United States is distributed across the states.
   publisher   demographer   populace

4. On Friday nights, teenagers _____________ in the parking lot of the pizza restaurant.
   congregate   civilize   democratize

Apply
Directions: In the space below, list three to five words you know that contain the Greek and Latin elements dem, greg, pol/polis, pop/pub, and civ.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>uncivilized, demagogue, congregation, publicize, aggregate, desegregate, police, civility</th>
</tr>
</thead>
<tbody>
<tr>
<td>people</td>
<td></td>
</tr>
<tr>
<td>flock/herd</td>
<td></td>
</tr>
<tr>
<td>city</td>
<td></td>
</tr>
<tr>
<td>citizen</td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Greek and Latin Elements for People dem, greg, pol/polis, pop/pub, civ

Directions: In the space below, explain how understanding the Greek and Latin elements for people dem, greg, pol/polis, pop/pub, and civ helps you as a reader, speller, and writer.