Day 5 Students will:
- Spell words with Greek and Latin elements
- BLM 11: Spelling Peer Check
- BLM 10: Spelling Dictation

Materials:
- Use Greek and Latin elements and other word parts to define words
- Syllabicate words with the Greek and Latin elements
- Understand that identifying the Greek and Latin elements in words can help them define words
- Use Greek and Latin elements in oral sentences

Materials:
- Anchor Poster

Day 2 Students will:
- Sort words according to the meanings of their Greek or Latin elements
- Sort words according to the number of syllables they have

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—government, lord, rule, Two Syllables, Three Syllables, Four Syllables, Five Syllables
- Teacher Word Cards—dominate, monarchy

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

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—archy, cracy, dom, reg
- Teacher Word Card—predominantly

Day 4 Students will:
- Identify words with Greek and Latin elements in a passage
- Use Greek and Latin elements and other word parts to define words
- Use words with the Greek and Latin elements in written 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

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Lesson Objectives

Day 1 Students will:
- Understand the meaning of Greek and Latin elements archy ("rule, government"), cracy ("rule, government"), dom ("lord, owner"), and reg ("rule")
- Identify Greek and Latin elements archy, cracy, dom, and reg in 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 archy, cracy, dom, and reg
- Use words with the Greek and Latin elements in oral sentences

Materials:
- Anchor Poster

Day 2 Students will:
- Sort words according to the meanings of their Greek or Latin elements
- Sort words according to the number of syllables they have

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—government, lord, rule, Two Syllables, Three Syllables, Four Syllables, Five Syllables
- Teacher Word Cards—dominate, monarchy

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

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—archy, cracy, dom, reg
- Teacher Word Card—predominantly

Day 4 Students will:
- Identify words with Greek and Latin elements in a passage
- Use Greek and Latin elements and other word parts to define words
- Use words with the Greek and Latin elements in written 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
Day One

Supporting ELs

English Learners may need help understanding the meanings of some of the Greek and Latin elements. As a simple definition for archy and cracy, you might say “the group of people that makes the laws for a country.” The element dom can be defined as “master or owner,” which might be easier to understand than “lord.”

For Spanish-speaking students, the suffixes -archy and -cracy are similar in Spanish: -arquía and -cracia. The elements dom and reg are the same in both languages. Spanish cognates for the spelling words include: la jerarquía/hierarchy; la burocracia/bureaucracy; el dominio/domain; el régimen/regime.

Providing Support

To explain the meaning of dominate, ask students if they have ever heard the expression “lord it over someone.” Explain that this means to behave as though you are better than someone else. Dominate literally means “lord or control.” Students may recognize regulation, which means “a rule.”

Review Greek and Latin Elements for People

Focus Words: civilian, cosmopolitan, publicize, desegregate, metropolis

Say: In the previous unit, we learned about Greek and Latin elements related to people.

Write dem, greg, pol/polis, pop/pub, and civ on the chalkboard. For each element, ask a student to think of a word containing that element. Write the words on the chalkboard, underlining the Greek or Latin element. Add the focus words to the chalkboard.

Have volunteers define the words on the chalkboard, explaining how the meaning of the Greek or Latin element helps form the word’s meaning.

Introduce Greek and Latin Elements for Ruling and Governing archy, cracy, dom, reg

Model

Write the elements archy, cracy, dom, and reg on the chalkboard. Say: In this unit, we’ll learn Greek and Latin elements related to ruling and governing. The elements archy and cracy mean “rule” or “government,” dom means “lord” or “owner,” and reg means “rule.” Write each meaning on the chalkboard.

Write the following words on the chalkboard, read them aloud, and underline the Greek or Latin element in each word: monarchy, democracy, dominate, and regulation. Say: I can use what I know about the meanings of these elements to figure out the definitions of words. For example, I can see that monarchy has something to do with government.

Other word parts help me understand this word’s meaning. I recognize that the prefix mono- comes from mono, meaning “one.” The word monarchy means “rule by one person,” such as a king or queen.

Give students the meanings of the rest of the words on the chalkboard. Point out the element dem, which students already know, in democracy. Dem means “people,” so democracy means “rule by the people.”

Guide

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

Write the words matriarchy and region on the chalkboard. Ask volunteers to underline the Greek and Latin elements. Have students use what they know about the meanings of the Greek and Latin elements and other word parts to figure out the definitions of the words.
Apply

Write the words aristocracy and dominion on the chalkboard. Have students write the words in their word study notebooks and write an explanation of how the word parts combine to form the meaning of each word. Allow them to consult a dictionary if they need help determining the meaning of word parts.

Spelling Words with Greek and Latin Elements for Ruling and Governing

Unit Spelling Words: anarchy, hierarchy, bureaucracy, technocracy, domain, predominate, regime, irregular

Write the two category headings Always a Suffix and Roots That May Follow a Prefix on the chalkboard. Say: The Greek and Latin elements archy and cracy are added to roots. These elements are always suffixes. Write the elements archy and cracy on the chalkboard under the heading Always a Suffix.

Say: The Greek and Latin elements dom and reg sometimes come at the beginning of words, but they can also be preceded by a prefix. Write the elements dom and reg on the chalkboard under the heading Roots That May Follow a Prefix.

Tell students that knowing these patterns will help them spell the words. Write the words anarchy, bureaucracy, predominate, and irregular on the chalkboard. Underline the Greek or Latin element in each word to show students how archy and cracy are suffixes, while dom and reg have prefixes before them and other word parts after them.

Rewrite each word on the chalkboard in syllabic form: an/ar/chy, bu/reau/cra/cy, pre/dom/i/nate, ir/reg/u/lar. Remind students that breaking words into syllables can help them spell longer words. Point out that the elements archy and cracy always form two syllables. Pronounce each of the words for students.

Write the remaining spelling words on the chalkboard and say them aloud. Work with students to syllabicate the words. Ask students to speculate about the meanings of the words, using their knowledge of the Greek or Latin elements along with other roots and affixes. Supply the meanings of unfamiliar word parts such as an-, which means “without,” in the word anarchy.

The derivation of hierarchy is complicated, and students are unlikely to determine its meaning from the meanings of its parts. The root hier means “holy” or “powerful.” In religion, there are different kinds of angels, some more powerful than others. Hierarchy was first used to describe this ranking of angels. Eventually the meaning changed to apply to the ranking of people by wealth, social standing, or occupation.

Ask volunteers to use the spelling words in oral sentences.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word regulation on the chalkboard. Show how you divide the word into four syllables. Tell students that the first syllable is divided after the consonant g, which tells you that the vowel sound is short. The second and third syllables are divided after the vowels u and a. These open syllables have long vowel sounds. The last syllable, tion, is pronounced /shun/. Read each syllable and then blend the syllables together: reg/u/la/tion: regulation. 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 words into syllables. Say the spelling words aloud with them slowly. Have them write each syllable as they say it. Remind them that the spelling of these Greek and Latin elements is always the same.

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 with the meaning sort, pair them with students who have a greater understanding of the Greek and Latin elements, or allow them to look at the anchor poster with the elements and their meanings as they sort.

Meaning Sort

<table>
<thead>
<tr>
<th>government</th>
<th>lord</th>
<th>rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>anarchy</td>
<td></td>
<td>irregular</td>
</tr>
<tr>
<td>bureaucracy</td>
<td></td>
<td>regime</td>
</tr>
<tr>
<td>democracy</td>
<td></td>
<td>regulation</td>
</tr>
<tr>
<td>hierarchy</td>
<td></td>
<td>register</td>
</tr>
<tr>
<td>monarchy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>dominate</th>
<th>domain</th>
<th>dominance</th>
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<tbody>
<tr>
<td>domino</td>
<td></td>
<td>domino</td>
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<tr>
<td>predominate</td>
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<th>domination</th>
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<td>domino</td>
</tr>
<tr>
<td>predominate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Meaning Sort

Teacher Word Card: dominate
Teacher Category Cards: government, lord, rule

Say: In this sort you’ll look for the Greek or Latin element about ruling and governing in each word and sort the word according to the meaning of the element.

Place the category cards in a pocket chart so students can see them. Model the process of sorting a word.

Hold up the word card dominate. Think aloud: This word has the Greek or Latin element dom. Dom means "lord," so I’ll sort this word in the category for that meaning. Place the word card in the pocket chart under the category lord.

Give students the relevant category cards from BLM 2 and the word cards from BLM 3 and have them complete the sort.

Pattern Sort

Two Syllables | Three Syllables
---|---
region | dominant
        | domion
        | regimen

Four Syllables | Five Syllables
---|---
autocracy | aristocracy
domineering | predominately
oligarchy | |
matriarchy | |
technocracy | |
registration | |

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 Ruling and Governing archy, cracy, dom, reg

Write each of the following words on the chalkboard: patriarchy, meritocracy, dominant, regimen. Read each word aloud and have students write them in their word study notebooks. Ask students to circle the Greek or Latin element related to ruling and government in each word. Have students use each word in a written sentence. Students can exchange their notebooks with a partner and check each other’s work.

Pattern Sort

Teacher Word Card: monarchy
Teacher Category Cards: Two Syllables, Three Syllables, Four Syllables, Five Syllables

Display the category cards in a pocket chart and model syllabicking and sorting a word. Hold up the word card monarchy. Think aloud: I’ll say this word aloud slowly so I can hear the syllables: mon/ar/chy. I hear three syllables, so I’ll place the word in that category. Place the word card in the pocket chart under the category Three Syllables.

Give pairs of students the relevant category cards from BLM 2 and the word cards from BLM 4 and have them work together to sort the words.

Spelling. Have students write the headings Two Syllables, Three Syllables, Four Syllables, and Five Syllables in a row in their word study notebooks. Have them syllabicate the spelling words and write them in the correct column in the chart in their notebooks.
Speed Sort

Teacher Word Card: predominately
Teacher Category Cards: archy, cracy, dom, reg

Explain to students that this sort will test how quickly they can recognize Greek and Latin elements in words. Put the category cards in a pocket chart so that students can see them. Hold up the word card predominately. Think aloud: I scan this word for archy, cracy, dom, or reg. I see the Greek or Latin element dom in this word, so I’ll place it in the dom category. Then I’ll quickly move on the next word.

Give students the category cards from BLM 2 and the word cards from BLM 5, along with a stopwatch. Tell them to start the stopwatch, sort the words, and stop the stopwatch. Have students ask a buddy to check their sort and make sure all the words are categorized correctly. They should note their time and the number of words incorrectly sorted (if any).

Students can repeat the sort to try to improve their time and accuracy.

Applying Meaning. Give students BLM 7 and have them complete the cloze sentences and matching activities.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the meaning and spelling of the words. Note if they need more practice defining and 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.
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 words with the Greek and Latin elements archy, cracy, dom, and reg.

Pirates: Leaders in Freedom and Equality?

When most people think of pirates, they think of lawless renegades who lived a life of anarchy and other freedoms. It is true that pirates in the 17th and 18th centuries did not submit to the restraints of the day. But even though pirates were ruled by neither monarchy nor official governments, they were not without law. Pirates followed their own rules and regulations—rules that were made aboard each pirate ship.

Some important values to pirates were liberty, equality, and fraternity—the same values that became the foundation of the French Revolution more than a hundred years later. That’s right—pirates did it first! Aboard many ships, pirates held a meeting to decide on a captain of the ship, who usually did not have to prove his worth as a dictator. Captains were elected, and they could be removed from leadership at any time. Pirates voted on what their crew should do, and each pirate was given an equal share of the loot.

It is possible that one group of pirates may have even established their own democracy of sorts—a pirate utopia called Libertalia. A pirate captain named Misson was elected to lead this domain on the island of Madagascar. Pirates there also elected representatives to speak for them in a yearly meeting to make decisions for the community. We can’t be sure if Libertalia really existed, but if it did, it died out around 1700 as piracy began to wane.

Day Four

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 will read the passage and underline the words that they find that have the Greek and Latin elements archy, cracy, dom, and reg.

After students have completed the word hunt, ask volunteers to share the words that they found. Write the words on the chalkboard so that students can see any words they missed.

Ask students if there are any words in the list whose meaning they do not understand. Have volunteers define or speculate about the meanings of these unfamiliar words, based on the meanings of their Greek or Latin elements and affixes and the context of the passage.

Have students choose three words whose meanings they are most unfamiliar with and use the words in sentences in their word study notebooks.

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: epidemic, gregarious, populace.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: hierarchy, dominion, regional.

Dictate the following sentence and have students write it on their papers: Fruits and vegetables should predominate in the diet of a person following a health regimen.

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 ruling and governing, archy, cracy, dom, and reg, using the Quick-Check for Unit 16.

Suggestions for Independent Practice

Greek and Latin Element Concentration. Give students the word cards from BLMs 3–5 and direct them to arrange the word cards facedown on a table. Have them play “Concentration,” with the object being to find pairs of words with the same Greek or Latin element (archy, cracy, dom, or reg).

Crossword Puzzle. Students can work in pairs to make a crossword puzzle that uses words with archy, cracy, dom, and reg. Direct them to make up clues based on the words’ definitions. Remind them to number their clues and draw boxes around each letter of each word. Pairs can swap their puzzles with another pair and solve them.

Invent New Words. Have students use their knowledge of Greek and Latin elements and affixes to create new words. For example, students might combine the root canis, meaning “dog,” and cracy, meaning “government,” to make the word canocracy—“a system in which dogs rule their masters.” Have students say their invented words for the class, and have the rest of the class try to define these “new words.”

Spelling Bee. Divide the class into two teams and hold a spelling bee using the words from the unit. Award the teams one point each time a player spells a word correctly. Start with easier words such as domain and region, and work up to the more difficult words, such as predominantly.

Answer Key Unit 16 Quick-Check

1. region
2. aristocracy
3. Domineering
4. autocracy
5. regiment
6. regular
7. matriarchy
8. hierarchy
9. predominately
10. domino

Answer Key BLM 6

<table>
<thead>
<tr>
<th>government</th>
<th>lord</th>
<th>rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>autocracy</td>
<td>domineer</td>
<td>predominately</td>
</tr>
<tr>
<td>oligarchy</td>
<td>predominately</td>
<td>regular</td>
</tr>
<tr>
<td>theocracy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. region
2. aristocracy
3. Domineering
4. autocracy
5. regiment
6. regular
7. matriarchy
8. hierarchy
9. predominately
10. domino

Answer Key BLM 8

1. domination
2. regimented
3. regularly
4. patriarchy
5. regulate
6. regimen
7. theocracy
8. domineer
9. oligarchy
10. plutocracy
Unit 16 Quick-Check: Greek and Latin Elements for Ruling and Governing archy, cracy, dom, reg

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

1. If you let the students run the school, there would be ___________________.
   theocracy  dominion  anarchy

2. The gift-wrapped package was an ___________________ shape, with a pointy side and a curved top.
   irregular  oligarchy  aristocracy

3. Our society is becoming a ___________________, in which people with computer skills are successful.
   regulation  kleptocracy  technocracy

4. Birds are Pedro’s ___________________, and he can recognize any bird just by hearing its song.
   regime  domain  autocracy

Apply
Directions: In the space below, list three to five words you know that contain the Greek and Latin elements archy, cracy, dom, and reg.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>government</th>
<th>lord</th>
<th>rule</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Word Bank
monarchy, domino, bureaucracy, region, plutocracy, dominance, predominate, regimented

Think and Write about Greek and Latin Elements for Ruling and Governing archy, cracy, dom, reg

Directions: In the space below, explain how understanding the Greek and Latin elements for ruling and governing archy, cracy, dom, and reg helps you as a reader, speller, and writer.