Lesson Objectives

Day 1
Students will:
- Understand the meaning of Greek and Latin elements *equa/equi* ("equal"), *medi* ("middle"), *prim* ("first"), *proto* ("first"), and *secu/sequ* ("follow")
- Identify Greek and Latin elements *equa/equi*, *medi*, *prim*, *proto*, and *secu/sequ* 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
- Brainstorm words with the Greek and Latin elements
- Use word parts to spell words with the Greek and Latin elements *equa/equi*, *medi*, *prim*, *proto*, and *secu/sequ*

Day 2
Students will:
- Sort words according to their Greek or Latin elements
- Sort words according to the meanings of their Greek or Latin elements
Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—equal, middle, first, follow
- Teacher Word Card—consecutive

Day 3
Students will:
- Sort words according to the number of syllables they contain
Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—One Syllable, Two Syllables, Three Syllables, Four Syllables, Five Syllables
- Teacher Word Card—protozoan

Day 4
Students will:
- Identify words with Greek and Latin elements in a passage
- Add word parts to words with Greek and Latin elements to create other forms of the words
- 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
Use demonstrations to make sure that ELs understand the meanings of the Greek and Latin elements. Display pairs of common classroom items such as pencils, paperclips, or textbooks to communicate the meaning of equa/equi. Then place three objects in a row and point to the middle one to show medi, and the first one to show prim and proto. Ask students to act out “follow” to show the meaning of secu/sequ.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word prototype on the chalkboard. Show how you divide the word after each o into three syllables. Explain that you now have two open syllables and a VCe syllable, which means that the vowel sound in each syllable is long. Read each syllable and then blend the syllables together: pro/to/ty: prototype. 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 for Ruling and Governing archy, cracy, dom, reg
Focus Words: monarchy, democracy, dominate, regulation
Write the focus words on the chalkboard. Ask students to identify the Greek or Latin element in each word.

Ask them to tell you what they know about these elements. Students should explain that archy and cracy mean “government,” dom means “lord,” and reg means “rule.” Students may also mention that archy and cracy are suffixes, while dom and reg may appear at the beginning of words or after a prefix.

Ask volunteers to define each word on the chalkboard, and then have students turn to a buddy and use the words in oral sentences.

Introduce Greek and Latin Elements for Order equa/equi, medi, prim, proto, secu/sequ

Model
Write the Greek and Latin elements equa/equi, medi, prim, proto, and secu/sequ on the chalkboard. Model for students how to make an educated guess at the meanings of these elements. Say: I’m going to brainstorm words that have these elements. The word equal contains equa. The element medi appears in the word medium. The element prim is in the word primary. I know the word prototype, which contains proto. The word sequel contains sequ.

Write the words equal, medium, primary, prototype, and sequel on the chalkboard under the appropriate elements. Explain how the meanings of these words reflect the meaning of the Greek and Latin elements. Say: “Equal” is the meaning of the element equa or equi. Medium means “not small and not large.” So medi probably means “middle.” The word primary describes something that comes first. So prim means “first.” A prototype is a thing that comes first, so the element proto also means “first.” A sequel is a book or movie that follows an earlier book or movie. The element secu or sequ means “follow.”

Write the meaning of each element on the chalkboard.
Guide

Write the words *equator, intermediate, primitive, protozoan,* and *consecutive* on the chalkboard. Have students identify the Greek or Latin element in each word and tell its meaning. Ask volunteers to use what they know about the meanings of the elements to help them figure out the meanings of the words. Reinforce for students that separating words into parts and using the meanings of the parts can help them define new words. Students may recognize the prefixes *inter-* ("between") and *con-*("with") and the root *zo,* meaning “animal.”

Apply

Have students work in small groups to brainstorm at least three words with each of the elements *equa/equi, medi, prim, proto,* and *secu/sequ.* Have them list their words in their word study notebooks. Students may check the dictionary to see if the words they’ve brainstormed are actual words and to check their spelling and derivation. Caution students that not all words with these letter combinations come from the same Greek or Latin elements. For example, the word *secure* comes from the root *cura,* meaning “care,” not from the root *secu.*

Spelling Words with Greek and Latin Elements for Order

Unit Spelling Words: *consequence, equilibrium, intermediary, protocol, mediator, equality, primate, prosecute*

Write the words *consequence, equilibrium,* and *intermediary* on the chalkboard. **Say:** *When we know Greek and Latin elements in words, we already know how to spell one or more pieces of the longer word.* Underline the Greek or Latin element in each word on the chalkboard. *We can also use our knowledge of prefixes and suffixes to remember how to spell words.* Circle the prefixes *con-* and *inter-* and the suffixes *-ence, -ium,* and *-ary* in the words on the chalkboard.

Write the word *protocol* on the chalkboard. Point out that of these Greek and Latin elements, *proto* is always found at the beginning of words. The other elements are often, but not always, at the beginning. Write the word *mediator* on the chalkboard below the word *intermediary* to reinforce this concept.

Write the rest of the spelling words on the chalkboard, and have students tell you which word parts to underline as Greek or Latin elements and which word parts to circle as affixes.

Assessment Tip

Notice which students have difficulty identifying the Greek and Latin elements, including prefixes and suffixes. Review the Greek and Latin elements as well as common affixes.

Supporting ELs

Many of the spelling words may be difficult for ELs to understand. Provide simpler synonyms wherever possible, such as the synonym *balance* for *equilibrium,* *go-between* for *intermediary,* and *average* for *mediocre.* Pictures of primates (monkeys, gorillas, etc.) will help explain the word *primate.*

For Spanish-speaking students, you can supply the following cognates: *la consecuencia/consequence; la igualdad/equality; el equilibrio/equilibrium; intermedio(a)/intermediate; procesar/prosecute; el protocolo/protocol.* The words *mediocre* and *primate* have the same spelling and meaning in English and Spanish.

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
As students complete each sort, encourage them to note any elements they found difficult to recognize, define, or spell. Give students additional practice with these elements, or have them redo the sort using the word cards from a different BLM.

Pattern Sort

<table>
<thead>
<tr>
<th>equa/equi</th>
<th>medi</th>
<th>prim</th>
</tr>
</thead>
<tbody>
<tr>
<td>equal</td>
<td>mediocre</td>
<td>primary</td>
</tr>
<tr>
<td>equality</td>
<td>medium</td>
<td>primate</td>
</tr>
<tr>
<td>equator</td>
<td>immediate</td>
<td>primer</td>
</tr>
<tr>
<td>equilibrium</td>
<td></td>
<td>primitive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>proto</th>
<th>secu/sequ</th>
</tr>
</thead>
<tbody>
<tr>
<td>protocol</td>
<td>consequence</td>
</tr>
<tr>
<td>prototype</td>
<td>prosecute</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>equal</th>
<th>middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>equanimity</td>
<td>intermediate</td>
</tr>
<tr>
<td>equidistant</td>
<td>median</td>
</tr>
<tr>
<td>equinox</td>
<td>mediate</td>
</tr>
<tr>
<td>equitable</td>
<td>medieval</td>
</tr>
<tr>
<td>first</td>
<td>follow</td>
</tr>
<tr>
<td>primacy</td>
<td>consecutive</td>
</tr>
<tr>
<td>primarily</td>
<td>sequential</td>
</tr>
<tr>
<td>proton</td>
<td>subsequent</td>
</tr>
<tr>
<td>prototypical</td>
<td>consequent</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 Order equa/equi, medi, prim, proto, secu/sequ

Show students the anchor poster to review rules for the Greek and Latin elements for order.

Write the words equanimity, median, primeval, prototypical, and sequential on the chalkboard. Ask students to turn to a buddy and take turns identifying the Greek or Latin element in each word. Have them state the meaning of each element and explain how it can help them figure out the meaning of the word.

Pattern Sort

Tell students that they are going to sort a set of words according to which Greek or Latin element they contain: equa/equi, medi, prim, proto, or secu/sequ.

Give students the category cards with the Greek and Latin elements from BLM 2 and the word cards from BLM 3. Have them sort the words. When they have finished, have them ask a buddy to check their work to make sure all the words are sorted correctly.

Buddy Sort

Teacher Word Card: consecutive
Teacher Category Cards: equal, middle, first, follow

Place the category cards in a pocket chart. Explain that students will work in pairs.

Choose a student to help you model the sort. Give the student the word card consecutive and have him or her say the word. Say: As my partner pronounces the word, I listen for the Greek or Latin element. I hear the element secu in this word, so I tell my partner to place the word in the secu/sequ category.

Remind students that there are two elements with the meaning “first”: prim and proto.

Give students the category cards with the meanings from BLM 2 and the word cards from BLM 4 and have them sort the words. The first student will say a word aloud without showing it to his or her partner, and the second student will tell which category to place the word in according to the meaning of its Greek or Latin element. The first student places the word in that category. Then students switch roles and continue until all the words have been sorted.

Remind them to check their work after they have finished and correct any mistakes.

Spelling. Have students write the categories equal, middle, first, and follow in their word study notebooks. Read them the spelling words, one at a time, and have them write the words in the correct category in their notebooks.
**Pattern Sort**

**Teacher Word Card:** protozoan  
**Teacher Category Cards:** One Syllable, Two Syllables, Three Syllables, Four Syllables, Five Syllables

Display the category cards in a pocket chart. Tell students that in this sort, they will categorize words according to their number of syllables. Model how to divide a word into syllables and sort it. Hold up the word card **protozoan. Think aloud:** Saying this word aloud will help me hear the syllables: pro/to/zo/an. I hear four syllables, so I'll place the word in that category. Place the word card in the pocket chart under the category **Four Syllables.**

Have students work in pairs so they can support each other as they sound out and sort the words. Encourage them to say the word more than once. Visual learners may find it helpful to use pencil and paper to write the word and divide it into syllables.

Give pairs of students the category cards from BLM 2 and the word cards from BLM 5 and have them work together to sort the words.

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

**Oddballs**

Discuss the meanings and pronunciations of the word **primer. A primer** (with a short i) is a book that covers the basic elements of a subject, often reading. A **primer** (with a long i) is a material brushed on a surface to prepare it for painting. Ask a volunteer to explain how the meaning of the element **prim** ("first") contributes to each meaning of the word.

**Assessment Tip**

As students work on the pattern sort, listen to their pronunciation and syllabication of the words. If any students have difficulty, review the rules of syllabication with them, such as dividing off affixes, dividing between consonants, dividing after a long vowel, or dividing after a consonant following a short vowel.

**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.

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**Pattern Sort**

<table>
<thead>
<tr>
<th>One Syllable</th>
<th>Two Syllables</th>
<th>Three Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>prime</td>
<td>sequence</td>
<td>adequate</td>
</tr>
<tr>
<td></td>
<td>primal</td>
<td>medieal</td>
</tr>
<tr>
<td></td>
<td>sequel</td>
<td>primeval</td>
</tr>
<tr>
<td></td>
<td></td>
<td>protoplasm</td>
</tr>
<tr>
<td>Four Syllables</td>
<td></td>
<td>Five Syllables</td>
</tr>
<tr>
<td>equivocate</td>
<td>mediator</td>
<td>mediocrity</td>
</tr>
<tr>
<td>primordial</td>
<td>prosecutor</td>
<td>primatologist</td>
</tr>
<tr>
<td>protagonist</td>
<td>protozoan</td>
<td></td>
</tr>
</tbody>
</table>
Day Four

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 equa/equi, medi, prim, proto, and secu/sequ.

Dixie’s Doodad

“Dixiean, can you explain what your invention does?” asked Mr. Argo, taking over his desk by the student standing behind him.

“Well, it’s just a machine, but I’ve never worked out all the bugs yet,” said the boy modestly. “I just put cat treats to keep her teeth clean. She can use the machine to get a treat by herself, but the primary reason I built it was to show how I could explain how a machine works.”

“Great!” said Ms. McGill, making notes on Dashawn’s science project. “Can you explain how it works?”

“Well, the first step in the sequence is when Dixie presses the button on this switch box,” he said, indicating a small box on the front of a contraption built with rods, connectors, and a long tube. It looked like a scaffold with a plastic container of cat treats secured to the top. “When she pushes the latch, it immediately pulls down on this rod, which connects to a little door on the bottom of the container. The rod pulls the door open, and a cat treat falls out into the tube. It shoots down the tube into the dish, where Dixie can eat it.”

“Because Dixie likes to eat more than one treat a day, I added an equal number of dental treats and other kinds of treats that she likes. That way, she only gets a dental treat sometimes—only every two hours of computer time for the week.”

Ms. McGill nodded, impressed. “It’s almost like you taught your cat to brush her teeth!”

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 Greek and Latin elements equa/equi, medi, prim, proto, and secu/sequ.

Read a sentence or two of the passage aloud and model finding and underlining words that include the Greek and Latin elements for order. Ask students to complete the rest of the word hunt on their own.

After students have finished the word hunt, have them share the words they found. Have them list the words by element in their word study notebook.

Ask them to look over their lists and see if there are any words to which they can add prefixes, suffixes, or other word parts to create other forms of the word or new words. For example, they could add the suffix -ly to the word primitive to make the adverb primitively. Have them add these words to their lists.

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: bureaucracy, predominate, regime.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: consequence, equilibrium, mediocre.

Dictate the following sentence and have students write it on their papers: The consequence of Max’s mediocre performance on the test was the loss of two hours of computer time for the week.

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, he 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 order using the Quick-Check for Unit 17.

Suggestions for Independent Practice

Guess My Word. Have students work in pairs. The first student draws a word card and then describes the word without using the word itself, while the partner tries to guess what the word is. Students can set a time limit in which to describe the word, such as one minute, and use a stopwatch for an extra challenge. Remind students to switch roles.

Word Jumble. Have students scramble the letters of six to eight words from the unit. They can then exchange their word jumbles with another student and unscramble the words.

Etymologies. Have students choose a word with a root or affixes in addition to a Greek or Latin element studied in this unit, and use a dictionary or other source to learn all they can about the word’s origins. Have them create a computer presentation or a poster detailing the word’s derivation and share it with the class.

Brainstorm Sort. Have students write the categories equa/equi, medi, prim, proto, and secu/sequ in their word study notebooks. Challenge them to brainstorm as many words as they can in each category in a given amount of time (perhaps five minutes). Have students compare their lists. Discuss which words the students find easiest to remember, and which are more difficult. You can make correct spelling optional during the sort, and then have students go through their lists and fix any mistakes later.

Answer Key Unit 17 Quick-Check

<table>
<thead>
<tr>
<th>plumber</th>
<th>medium</th>
<th>primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>mediate</td>
<td>medroid</td>
<td>prototypical</td>
</tr>
<tr>
<td>equanimity</td>
<td>equidistant</td>
<td>subsequent</td>
</tr>
</tbody>
</table>

Answer Key BLM 6

<table>
<thead>
<tr>
<th>equal</th>
<th>middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>equidistant</td>
<td>intermediate</td>
</tr>
<tr>
<td>equitable</td>
<td>mediator</td>
</tr>
<tr>
<td>equivalence</td>
<td>mediocrity</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. primarily | 5. mediate |
2. medieval | 6. equitable |
3. equinox | 7. prototypical |
4. consecutive | 8. equanimity |

Answer Key BLM 8

1. adequate | 5. protagonist |
2. mediator | 6. subsequent |
3. equivocate | 7. primeval |
4. sequence | 8. primatologist |
Unit 17 Quick-Check:
Greek and Latin Elements for Order

Answer Questions

Directions: Choose the one word in each group that is spelled incorrectly. Then write the correct spelling of that word on the blank.

1. consequence adequate primmary equator _______________________
2. mediocer equivocate primordial equitable _______________________
3. sequence equility immediate prime _______________________
4. protozoan medieval equinox proseutor _______________________

Apply

Directions: In the space below, list three to five words you know that have the Greek and Latin elements equa/equi, medi, prim, proto, or secu/sequ.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>equal</th>
<th>middle</th>
<th>first</th>
<th>follow</th>
</tr>
</thead>
</table>

Word Bank
primacy,
protoplasm,
subsequent,
equidistant,
mediate,
equilibrium,
consecutive,
primitive

Think and Write about Greek and Latin Elements for Order equa/equi, medi, prim, proto, secu/sequ

Directions: In the space below, explain how understanding the Greek and Latin elements, equa/equi, medi, prim, proto, and secu/sequ, helps you as a reader, speller, and writer.