Lesson Objectives

Day 1

**Students will:**
- Understand the meaning of Latin and Greek elements, **man** ("hand"), **ped** ("foot"), **pod** ("foot"), and **ped** ("child")
- Identify Latin and Greek elements **man**, **ped**, **pod**, and **ped** in words
- Understand that identifying the Latin and Greek elements in words can help them define words
- Read and write words with Latin and Greek elements

**Materials:**
- Anchor Poster

Day 2

**Students will:**
- Explain in their own words what the meanings of the Greek and Latin elements are and how they can help in figuring out the meanings of words
- Sort words according to the number of syllables
- Sort words according to the meaning of the Greek or Latin elements
- Divide words into syllables

**Materials:**
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—hand, foot, child
- Teacher Word Card—manicure

Day 3

**Students will:**
- Sort words according to Greek and Latin elements

**Materials:**
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—man, ped, pod
- Teacher Word Cards—same as BLM 5

Day 4

**Students will:**
- Identify words with Greek and Latin elements in a passage
- Write a short passage using words with Greek and Latin elements in sentences

**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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**Uncle Ray’s Letter**

I've ever seen. It's a gastropod (those three legs or feet = foot, child = pod). I know that millipedes and snails aren't exactly your cup of tea, but I think imagine? The one I found was only about half that size, but it was still the biggest. It's a gastropod (those three legs or feet = foot, child = pod). It's a gastropod (those three legs or feet = foot, child = pod). I've ever seen. It's a gastropod (those three legs or feet = foot, child = pod). I've ever seen. It's a gastropod (those three legs or feet = foot, child = pod). I've ever seen. It's a gastropod (those three legs or feet = foot, child = pod). I've ever seen. It's a gastropod (those three legs or feet = foot, child = pod). I've ever seen. It's a gastropod (those three legs or feet = foot, child = pod). I've ever seen. It's a gastropod (those three legs or feet = foot, child = pod).
Day One

Supporting ELs
For more difficult words such as pedantic, expedite, and management provide synonyms or simpler words to explain meanings: “dull, fussy, precise,” “make happen faster,” “people running an organization.” Provide sentences using both the word and the synonym, for example, The people running this store want to have a sale on soda. The management wants to have a sale on soda.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable and blend the syllables together. For example, point to the word management on the chalkboard. Show how you divide the word into three syllables, creating a closed syllable with a short vowel sound, an unaccented VCe syllable that sounds like /ij/, and an unaccented closed syllable with a schwa sound. Read each syllable and then blend the syllables together: man/age/ment: management. 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 Order equa/equi, medi, prim, proto, secu/sequ
Focus Words: equator, intermediate, primitive, prototype, sequential
Write the focus words on the chalkboard and read them aloud with students. Ask students to identify the Greek or Latin element in each word. Discuss how the Greek and Latin elements provide clues to the meanings of the words. Encourage volunteers to use the words in oral sentences.

Introduce Greek and Latin Elements for Body man, ped, pod
Model
Write the following roots on the chalkboard and read them aloud: man, ped, pod. Tell students that these roots carry meaning and write the meanings under each root.
Say: Man means “hand,” ped and pod both mean “foot.” Ped can also mean “child.”

Write the following words on the chalkboard and read them aloud: manual, tripod, pediatrics. Explain how knowing the meanings of Greek and Latin roots and other elements in words can help in understanding new words. Say: Latin and Greek roots can help me figure out the meanings of words. For example, the root man tells me the word has something to do with “hand.” The adjective manual means “work done by hand.” Underline man in manual.

Sometimes knowing meanings of prefixes and suffixes attached to the roots in words can help me understand the meaning. For example, tri means “three.” Since I know pod means “foot,” tripod means “three-footed.” The word pediatrics includes the root word ped, which can mean “child.” Pediatrics refers to medical care for children.

Guide
Refer to the anchor poster and review the roots and their meanings with students. Point out that roots can appear in different parts of words.

Write the following words on the chalkboard: managed, centipede, podiatrist. Ask students to tell you the root in each word and then circle it. Have students use what they know about the meanings of the roots to help them figure out the meanings of the words. Some students may recognize the suffix -ist, meaning “one who studies or practices” and the prefix centi- which means “one hundred.” Reinforce how splitting the word into its parts and using the meanings of the word parts can help them read and understand new words.
Apply

Have students work in small groups of three to brainstorm words with the roots man, ped, and pod. Ask them to write their words in their word study notebooks.

Spelling Words with Greek and Latin Elements for Body

Unit Spelling Words: pedestal, management, podium, maneuver, tripod, expedition, pedantic, expedite

Write the following words on the chalkboard: pedestal, management, podium. Underline the root word in each word. Explain that when we know the root words, we already know how to spell a chunk of the longer word.

Explain that students can also look for suffixes and prefixes that they already know how to spell within the spelling words, for example, -ment in management.

Divide the words into syllables: ped/es/tal, man/age/ment, and po/di/um. Remind students how using syllable patterns can help them read and spell words. Point out the closed syllables in pedestal. Say: Ped is accented and has a short e sound. The unaccented syllables both have schwa sounds. Management starts with the closed accented syllable man, which has a short a sound. The second syllable, age, sounds like /ij/, and the final closed syllable has a schwa sound. Podium has two open syllables with long vowel sounds and a schwa sound in the last syllable. Notice that the root is split between syllables.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to come up and underline the root words in each word. Have volunteers circle the prefixes and suffixes. Finally work with students to divide the words into syllables.

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

Have students copy the spelling words into their word study notebooks. Have partners check each other’s spellings.

Tell students that the spelling of these words can be tricky. Encourage them to practice using the words in their writing to become comfortable with their meanings and spellings. Remind students that they can always check the spellings of words in the dictionary.

Assessment Tip

Notice which students have difficulty identifying the Latin and Greek roots and breaking words into syllables. You may want to work with these students to break each spelling word into syllables.

Note which students have difficulty with the definitions of the words. Review the meanings of the Latin or Greek roots. Have students practice reading the words in sentences with rich contextual support.

Providing Support

Explain how the following words with Greek and Latin roots got their meanings. Expedite literally means to “out foot” or “to free from obstructions.” We use it now to mean “speed up.” Expedition is made up of the root ped, the prefix ex-, which means “out,” and the suffix -ition, which means “act or process.” So expedition means a “journey or voyage for a particular purpose.”

The word pedagogue is made up of ped and gogue, which means “to lead,” so “child leader” refers to “teacher.” Pedagogy means the “profession of teaching,” and pedant used to refer to a “male teacher,” but pedantic now has the negative connotation of being “unimaginative or too focused on rules.”

Pedestal means “the foot of a column” or “the base of a structure.” Podium also comes from “foot” and usually refers to “a stand that holds a book for a speaker.” Maneuver refers to one’s hands. Maneuver means “to move carefully into position.”

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

Sound Sort

<table>
<thead>
<tr>
<th>Two Syllables</th>
<th>Three Syllables</th>
<th>Four or More Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>impede</td>
<td>manual</td>
<td>manufacture</td>
</tr>
<tr>
<td>pedal</td>
<td>management</td>
<td>expedition</td>
</tr>
<tr>
<td>tripod</td>
<td>maneuver</td>
<td>print</td>
</tr>
<tr>
<td>manage</td>
<td>centipede</td>
<td>impede</td>
</tr>
<tr>
<td></td>
<td>expedite</td>
<td></td>
</tr>
</tbody>
</table>

Meaning Sort

<table>
<thead>
<tr>
<th>hand</th>
<th>foot</th>
<th>child</th>
</tr>
</thead>
<tbody>
<tr>
<td>manuscript</td>
<td>emancipate</td>
<td>pedicure</td>
</tr>
<tr>
<td>mandate</td>
<td>manicure</td>
<td>millipede</td>
</tr>
<tr>
<td>manager</td>
<td>demanding</td>
<td>quadruped</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pedestrian</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 Body
man, ped, pod

Write the words expedition, manufacture, podiatrist, and pediatrician on the chalkboard. Ask students to turn to a buddy and take turns identifying the Greek or Latin root in each word. Have them tell what each root means and how that can help them figure out the meaning of each word.

Sound Sort

Model how to determine syllables in words and look for known word parts in words. Write the word impede on the chalkboard. As you think aloud, divide the word into its syllables.

Think aloud: I remember that each syllable has one vowel sound. I see three vowels in this word but I recognize the silent final e. It has no sound. Since there are two vowel sounds, there are two syllables. One rule for dividing syllables is to divide between two consonants, so I divide between the m and the p. I recognize the root ped and a final e, so I know that the e in ped is going to have a long vowel sound because of the silent final e. I say the word aloud slowly, so I can hear how many syllables it has and whether it sounds right. Im/pede: impede. This word has two syllables.

Give pairs of students word cards from BLM 3 as well as the category cards for syllables from BLM 2 and have them sort the words into the appropriate categories.

Meaning Sort

Teacher Word Card: manicure
Teacher Category Cards: hand, foot, child

Place the category cards in a pocket chart. Hold up the word card manicure.

Think aloud: I see that this word includes the Latin root man. I know that man means “hand,” so I’ll place this word in the hand category.

Give students the three category cards for meanings from BLM 2 and have them work in small groups to sort the word cards from BLM 4 according to their meanings. Tell them to check a dictionary if they are unsure of the meaning of the words. Have groups compare the way they sorted their words.

Spelling. Have students write each spelling word in their word study notebooks and divide the words into syllables. Ask them to tell a partner whether the root ped in the words has a long or short sound and explain why.
No Peeking Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: man, ped, pod

Place the category cards in a pocket chart and remind students that these are Greek and Latin elements with meanings related to the body. Choose a card without students seeing it and read it aloud. Say: As I say the word manner, I hear the Latin element man, which means “hand.” This word goes in the category man in the pocket chart.

Tell students that you are going to read the word cards one by one, and you want students to tell you where to place the words according to the Greek and Latin elements within the word.

Applying Meaning. Give students BLM 7 and have them complete the cloze by choosing the correct word to fill in the blanks. Remind students to check the spelling of each word.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the words and whether they are able to spell the longer words correctly. Note whether they need more spelling practice with 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 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 Greek or Latin roots.

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 or Latin roots man, ped, and pod.

Model reading a line and finding a word with one of the Greek or Latin roots and underlining it. Then ask students to complete the word hunt on their own.

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

Challenge students to write a short paragraph using at least three words from the passage.

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: equality, primate, prosecute.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: maneuver, tripod, pedantic.

Dictate the following sentence and have students write it on their papers: Someone from management stood at the podium and told us how we could expedite our shipping.

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, 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 partners switch roles.

Uncle Ray’s Letter

Dear Lucas,

Here I am, at last, settled in at our base camp in Arusha. I never imagined I would find myself on an expedition to Tanzania, but I guess life as a photographer has some advantages! I really needed to be here in Africa, and so for the shoot locations have been stunning. The new encyclopedia of wildlife we’re producing is going to be incredible. I’ll be sure to send you a copy when it’s published.

Last week, I started shooting a few smaller creatures so I could test my equipment, lighting conditions in the bush, and so on. After I scouted a good location, full of all kinds of creepy-crawlies (I know how much you love those—ha!), I set up the tripod. I had to maneuver around lots of overgrown plants, but I got some great close-up shots of a millipede that was curled up in a spiral. I’m not sure how long it would be if it was unrolled, but I’m sure glad all those legs aren’t crawling on me.

I also got really lucky and managed to spot one of the creatures we came here to find: the giant African land snail (achatina fulica). It’s a gastropod (those are mostly snails and slugs), and it can grow up to eight inches long! Can you imagine? The one I found was only about half that size, but it was still the biggest snail I’ve ever seen.

I know that millipedes and snails aren’t exactly your cup of tea, but I think you’ll like the photos I’ve enclosed anyway. If nothing else, you can always use them to gross out your friends at school, right? Ha . . . just kidding.

Love,
Uncle Ray
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 man, ped, and pod using the Quick-Check for Unit 18.

Suggestions for Independent Practice

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Encourage students to write clues with answers that depend on the word’s meaning.

Concept Sort. Give pairs of students a set of word cards. Ask them to sort them into categories of related meanings. For example, manuscript might be grouped with encyclopedia; pedestal, tripod, and podium might be grouped together. Have another pair of students figure out how the words were sorted.

Guess My Word. Have two pairs of students work together. Have students place the word cards facedown in a pile. One pair draws a card and gives clues to the meaning of the word by acting it out. The other pair tries to guess the word’s meaning. If the students guess the word’s meaning correctly, they get a point. Have the students take turns acting out and guessing the words’ meanings.

Cartoon Characters. Have students create cartoons based on combinations of words from the word cards. For example, students may draw a maneuvering centipede or pediatrician’s expedition.

Answer Key Unit 18 Quick-Check

<table>
<thead>
<tr>
<th>Hand (man)</th>
<th>Foot (pod/ped)</th>
<th>Child (ped)</th>
</tr>
</thead>
<tbody>
<tr>
<td>manipulate</td>
<td>podium</td>
<td>pediatrician</td>
</tr>
<tr>
<td>manicure</td>
<td>pedal</td>
<td>pediatrics</td>
</tr>
<tr>
<td>manufacture</td>
<td>impediment</td>
<td></td>
</tr>
<tr>
<td>manacle</td>
<td>millipede</td>
<td></td>
</tr>
<tr>
<td>manuscript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manuscript</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. quadrupeds
2. pedagogue
3. manipulates
4. pedals
5. impediment
6. pedometer

Answer Key BLM 8

1. encyclopedia
2. expedition
3. pediatrician
4. emancipate
5. millipede
6. mandate
Unit 18 Quick-Check: Greek and Latin Elements for Body

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

1. The ________ for the camera is a handbook that tells how the camera works.
   mandate     manual     tripod

2. Maria likes working with children and she is interested in science. She says she wants to study to be a ________.
   pedagogue     pedestrian     pediatrician

3. My father is afraid that watching too much television will ________ my success in school.
   impede     expedite     manipulate

4. Lewis and Clark are famous for the ________ they took across the country to the West Coast.
   expedient     expedition     maneuver

Apply
Directions: In the space below, list three to five words you know that have the Greek or Latin Roots man, ped, or pod.

____________ ____________ ____________ ____________ ____________

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

<table>
<thead>
<tr>
<th>Words Related to “Foot”</th>
<th>Words Related to “Hand”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
expedition, mandate, pedal, manacle, biped, manipulate, millipede, podiatrist, manage, emancipate

Think and Write about Greek and Latin Elements for Body man, ped, pod
Directions: In the space below, explain how understanding Greek and Latin elements, man, ped, and pod, helps you as a reader, speller, and writer.