Lesson Objectives

Day 1

Students will:
• Understand the meaning of Latin and Greek elements: **cur** ("care"), **path** ("suffer, feel"), **-phobia** ("fear"), **-itis** ("inflammation"), and **vol** ("will, willing")
• Identify Latin and Greek elements **cur**, **path**, **-phobia**, **-itis**, and **vol** 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 meaning of the Greek or Latin elements
• Sort words according to syllable patterns
• Spell words with Greek and Latin elements

Materials:
• BLM 2: Category Cards
• BLMs 3–4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—cur, itis, path, phobia, vol
• Teacher Word Cards—curator, appendicitis

Day 3

Students will:
• Use Greek and Latin elements to help them understand meaning of words
• Match words with their meanings

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Word Cards—acrophobia, aerophobia, agoraphobia, claustrophobia

Day 4

Students will:
• Identify words with Greek and Latin elements in a passage
• Use words with Greek and Latin elements in meaningful 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
Day One

Supporting ELs
Provide synonyms or simpler words that students will understand to explain meanings: secure—“safe”; empathy—“understanding”; benevolent—“kind” or “with good will.” Provide pairs of sentences using both the word and the synonym, for example: I put a lock on my bike to keep it safe. The lock keeps my bike secure.

Encourage student pairs to take turns acting out words, such as clausrophobia and sympathy.

Spanish speaking students may recognize the prefix bene-, or “good.”

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word curator on the chalkboard. Show how you divide the word into three syllables: after the Latin element cur, and between the a and the t. Explain that you now have a syllable with the root cur, an r-controlled syllable, and one open syllable with a long a. Read each syllable and then blend the syllables together: cur/a/tor: curator.

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 Body
Focus Words: maneuver, pedestal, management, expedition, podium, tripod

Write these words on the chalkboard: maneuver, pedestal. Ask students to identify the Greek or Latin element in each word. Ask them to tell you what they know about these elements. Ask what each word means. (man means “hand”, ped means “foot”)

Repeat with the words management, expedition, podium, and tripod.

Introduce Greek and Latin Elements for Care and Illness cur, path, -phobia, -itis, vol

Model
Write the following Greek or Latin elements on the chalkboard and explain that these are elements found in words that come from Greek or Latin: cur, path, -phobia, -itis, vol. Explain that each element carries meaning and can help them understand new words. Say: Each of these elements means something. Cur means “care”; path means “suffer” or “feel”; the suffix -phobia means “fear”; the suffix -itis means “inflammation”; and vol means “will” or “willing.” Write the meaning of each element on the chalkboard.

Write the following words on the chalkboard and read them aloud: manicure, tonsillitis, volunteer. Underline cur in manicure. Say: Knowing the element cur tells me that this word has something to do with “care.” I already know that man means “hand.” I can reason that manicure means “to take care of hands.”

Sometimes knowing other parts of words along with the Greek or Latin elements can help me understand meanings. For example, I know that tonsils are a part of the body, and tonsillitis must mean “inflammation of the tonsils.”

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

Write these words on the chalkboard: antipathy, volunteer, malevolent. Have students identify the Greek and Latin element in each word by underlining the element and telling its meaning. Have students use what they know about the meanings of the elements to help them figure out the meanings of the words. Reinforce for students that splitting words into parts and using the meanings of the word parts can help them read new words. For example, some students may recognize anti-, which means “against,” or mal-, which means “bad.”
Apply

Have students work in small groups of three to brainstorm words with the elements **cur**, **path**, **-phobia**, **-itis**, and **vol**. Ask them to write 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.

Spelling Words with Greek and Latin Elements for Care and Illness

**Unit Spelling Words:** secure, curator, empathy, sympathy, benevolent, voluntary, claustrophobia, arthritis

Write the following words on the chalkboard: secure, curator. Remind students that **cur** means “care,” and based on this, have them tell what they think the words mean.

Write the words empathy and sympathy on the chalkboard. Remind students that **path** means “feel or suffer.” Based on the meanings of the roots, ask them what they think the words mean.

Write the words benevolent and voluntary on the chalkboard. Remind students that the root **vol** means “willing.” Tell students that the Latin root **bene** refers to something good. Based on this information, ask student to tell what they think the words mean.

Write the words claustrophobia and arthritis on the chalkboard. Explain that a phobia is a fear of something and that claustrophobia is a fear of small spaces. Tell students that **arth** means “joint” and **-itis** means “illness.” Ask them to define the word arthritis.

Reinforce that when we know Greek and Latin elements in words, we already know how to spell a piece of the longer word. Underline the Greek or Latin element in each word on the chalkboard.

Ask students to write each of the unit spelling words in their word study notebooks. Have them circle the Greek or Latin element in each word.

Assessment Tip

Notice if students have difficulty identifying the Greek and Latin elements and provide more modeling in finding the roots and using them to figure out meanings of words.

Providing Support

Although students may have heard many of these words, the specific definitions may be difficult for them. **Secure** or “without care” refers to feeling safe. A **curator** is someone who “cares for a museum” or, in other words, is in charge of it. **Empathy** means “in feeling,” or “the ability to share another person’s feelings.” **Sympathy** means “the sameness of feeling,” or “an agreement of feeling.”

Encourage students to use their understanding of how they’ve heard other forms of the words used. For example, they’ve likely heard the word volunteer used about people choosing to do something, so they can reason that voluntary means “to be brought about by free choice” (as opposed to being forced).

Home/School Connection

Students can take home a list of spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support
Remind students that knowing how to spell roots and affixes can help them spell longer and more difficult words.

Common Features Sort
<table>
<thead>
<tr>
<th>cur</th>
<th>path</th>
<th>-phobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>manicure</td>
<td>empathy</td>
<td>aerophobia</td>
</tr>
<tr>
<td>curator</td>
<td>antipathy</td>
<td></td>
</tr>
<tr>
<td>secure</td>
<td>sympathy</td>
<td></td>
</tr>
<tr>
<td>pedicure</td>
<td>telepathy</td>
<td></td>
</tr>
<tr>
<td>-itis</td>
<td>vol</td>
<td></td>
</tr>
<tr>
<td>appendicitis</td>
<td>benevolent</td>
<td></td>
</tr>
<tr>
<td>bronchitis</td>
<td>voluntary</td>
<td></td>
</tr>
<tr>
<td>tonsillitis</td>
<td>volunteer</td>
<td></td>
</tr>
</tbody>
</table>

Pattern Sort
<table>
<thead>
<tr>
<th>Two Syllables</th>
<th>Three Syllables</th>
<th>Four Syllables</th>
<th>Five or More Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>pathos</td>
<td>curative</td>
<td>empathetic</td>
<td>claustrophobia</td>
</tr>
<tr>
<td></td>
<td>arthritis</td>
<td>laryngitis</td>
<td>agoraphobia</td>
</tr>
<tr>
<td></td>
<td>volition</td>
<td>malevolent</td>
<td>acrophobia</td>
</tr>
<tr>
<td>security</td>
<td></td>
<td>pathetic</td>
<td></td>
</tr>
<tr>
<td>pathetic</td>
<td></td>
<td></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 Care and Illness cur, path, -phobia, -itis, vol
Write the words secure, empathy, tonsillitis, and voluntary on the chalkboard. Ask students to turn to a buddy and take turns identifying the Greek or Latin element in each word. Have them tell what the element means and how it can help them figure out the meaning of each word.

Common Features Sort
Teacher Word Cards: curator, appendicitis
Teacher Category Cards: cur, path, -phobia, -itis, vol

Place the five category cards next to each other in a pocket chart. Hold up the word pedicure.

Think aloud: I see that this word includes the Latin element cur. I know that cur means “care.” I’ll place this word in the category for cur.

Hold up the card for appendicitis and ask students to identify the root in this word. Discuss what the word means and then place it in the pocket chart under -itis.

Give students the category cards for the roots from BLM 2 and the word cards on BLM 3. Ask them to sort the words according to their common roots.

Pattern Sort
Write the word claustrophobia on the chalkboard. Show how to divide the word into syllables as you think aloud.

Think aloud: To determine syllables, I look for the vowels. Every syllable has one vowel sound. This word has five vowels, but only four vowel sounds. I see a vowel digraph, which has one vowel sound, and four other vowels, each one having a sound. This word has five syllables.

Take the time to model how to use syllable patterns to read unfamiliar words. Point out the known element -phobia, reminding students that they know how to read this part of the word. Show how to divide the first syllable between the s and the t, which gives a vowel team syllable pattern and an open syllable. Show how applying knowledge of syllable patterns helps them determine the vowel sounds in each syllable.

Give pairs of students the syllable category cards from BLM 2 and word cards from BLM 4, and have them sort the words according to the number of syllables.

Spelling: Have students write their unit spelling words on a new page in their word study notebooks. Ask them to use slash marks to divide the words into syllables. Have them tell a partner what type of syllable each syllable in the words is and what syllable pattern applies to reading it. (closed, open, VCe, r-controlled, vowel team)
Meaning Sort

Teacher Word Cards: acrophobia, aerophobia, agoraphobia, claustrophobia

Place the four words cards in a pocket chart. Read each word aloud and point out the root -phobia. Tell students that knowing parts of the word can help them understand what a word means.

Say: The root -phobia means “a fear of something.” There are many illnesses that cause people to be afraid of something. If you know the other Greek or Latin elements in words, plus the element -phobia, you can understand many new words.

Write the following roots and their meanings on the chalkboard: claus—“close”; aero—“air/atmosphere”; acro—“height”; agora—“open.”

Have students look at the meanings of the roots and the words in the pocket chart. Ask: If you know that claus means “close” and -phobia means “fear of,” which word do you think means “fear of being in small, enclosed spaces”?

Ask students which word they think means a fear of heights, a fear of being in crowds or open spaces, and a fear of flying.

Write the following roots and their meanings on the chalkboard: cyn—“dog”; phono—“sound”; pyr—“fire”; aqua—“water”; astrape—“lightning”; ornith—“bird”; herp—“creeping thing”; arachne—“spider.”

Give students the word cards from BLM 5. Ask them to match the words with their meanings, using the meaning of the roots to help them.

Applying Meaning. Give students BLM 7 and ask them to choose the correct words to complete the sentences. Remind students to check the spelling of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>aquaphobia</td>
<td>fear of water</td>
</tr>
<tr>
<td>astraphobia</td>
<td>fear of thunder and lightning</td>
</tr>
<tr>
<td>pyrophobia</td>
<td>fear of fire</td>
</tr>
<tr>
<td>phonophobia</td>
<td>fear of speaking aloud</td>
</tr>
<tr>
<td>cynophobia</td>
<td>fear of dogs</td>
</tr>
<tr>
<td>herpetophobia</td>
<td>fear of reptiles</td>
</tr>
<tr>
<td>ornithophobia</td>
<td>fear of birds</td>
</tr>
<tr>
<td>arachnophobia</td>
<td>fear of spiders</td>
</tr>
</tbody>
</table>

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the words. Listen as students pronounce the words to make sure they say them correctly and understand the syllabication.

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.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choralead the passage straight through. Then have them work as a team to find examples of Greek or Latin elements in words.

Word Hunt

Give students a copy of the reading passage on BLM 9. Tell them that they will read the passage and underline the words they find that have the Greek or Latin elements cur, path, -phobia, -itis, and vol.

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

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

Have groups of three or four students work together to brainstorm other words with the Greek or Latin elements cur, path, -phobia, -itis, and vol. Have the groups share the words with the class. Have students write the words in their word study notebooks. Challenge students to use at least three of the new words in sentences.

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: expedition, management, tripod.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: arthritis, sympathy, voluntary.

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

I have empathy for people with claustrophobia because I do not feel secure in closed places.

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.
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 Greek and Latin elements for care and illness using the Quick-Check for Unit 19.

Suggestions for Independent Practice

What Is the Word? Give pairs of students a set of word cards. Have one student pick a card and make up a clue about the word. Clues may include synonyms, antonyms, definitions, or sentences about the word. If the other student figures out the word, he or she gets a point and takes a turn giving a clue. Encourage students to write the word as well as say it aloud.

Blending. Give a pair of students a set of word cards from two different BLMs to cut up. Have them cut the word apart to separate out the root. For example, they would cut the word manicure after the i and before the root: mani/cure. Pairs then mix up their cards and swap them with their partner. They then try to put the word pieces together.

Picture This. Choose word cards that students can draw pictures of, for example, manicure, pedicure, telepathy, claustrophobic, laryngitis. Have a student pick a card and try to draw a picture of it without telling what it is while a partner tries to guess the word. Have students take turns drawing.

Word Maze. Have students create word mazes with at least eight words from the word cards. Ask students to trade papers to solve the maze.

Answer Key Unit 19 Quick-Check

Answer Key BLM 6

Answer Key BLM 7

Answer Key BLM 8

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Word Study & Vocabulary 4: Unit 19: Greek and Latin elements cur, path, -phobia, -itis, vol
Unit 19 Quick-Check:
Greek and Latin Elements for Care and Illness

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

1. When Yoko’s dog came inside, it was wet and muddy and looked totally ____________.
   secure  xenophobic  voluntary  pathetic

2. I’m sure I must have ____________, because when I get too close to the edge of a balcony on a tall building, I feel light-headed and my toes start to tingle.
   telepathy  acrophobia  security  claustrophobia

3. Eric was home sick from school for three days with ____________.
   pathos  volition  bronchitis  pathology

4. My father said he would not drive me to the mall and I would have to get there of my own ____________.
   volition  pathology  arthritis  volunteer

Apply
Directions: In the space below, list three to five words you know that have the Greek or Latin elements cur, path, -phobia, -itis, or vol.

____________  ____________  ____________  ____________  ____________

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

<table>
<thead>
<tr>
<th>Words Related to “Care”</th>
<th>Words Related to “Feeling” or “Suffering”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
empathy, manicure, pathetic, curator, antipathy, telepathy, pedicure, pathetic

Think and Write about Words with Greek and Latin Elements for Care and Illness cur, path, -phobia, -itis, vol

Directions: In the space below, explain how understanding Greek and Latin elements for care and illness in words helps you as a reader, speller, and writer.