Lesson Objectives

Day 1

Students will:
• Understand the meaning of Greek and Latin elements, **chron** (“time”), **mat/matr** (“mother”), **pat/patr** (“father”), **onym** (“name”), and **doc** (“teach”)
• Identify Greek and Latin elements **chron**, **mat/matr**, **pat/patr**, **onym**, **doc** in words
• Understand that identifying the Greek and Latin elements in words can help them define words
• Read and spell words with Greek and Latin elements

Materials:
• Anchor Poster

Day 2

Students will:
• Explain in their own words what the meanings of Greek and Latin elements are and how these elements can help them figure out the meanings of words
• Define words with Greek and Latin elements
• Sort words according to the number of syllables

Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—Two Syllables, Three Syllables, Four or More Syllables
• Teacher Word Cards—same as BLM 4

Day 3

Students will:
• Explore the meanings of words with Greek and Latin elements
• Use words with Greek and Latin elements in sentences

Materials:
• BLMs 3–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—chron, doc, mat/matr, onym, pat/patr
• Teacher Word Cards—same as BLM 5

Day 4

Students will:
• Identify words with Greek and Latin elements in a reading 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
Several of the Greek and Latin elements have cognates in Spanish and may help Spanish-speaking students understand and define new words with the same elements. The elements appear in the cognates la madre/mother; el padre/father; el cronometro/clock; el doctor/doctor.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. Write the word indoctrinate on the chalkboard. Point out that the word has five vowels but only four vowel sounds. This indicates four syllables. Divide the word on the chalkboard: in/doc/trin/ate. Point out how much easier it is to read small chunks of the word, especially when the word chunks look like small words students already know. Read each syllable and then blend the syllables together: in/doc/trin/ate: indoctrinate. 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 Care and Illness
Focus Words: secure, manicure, sympathy, pathetic, claustrophobia, arthritis, volunteer, benevolent
Say the word secure aloud and ask students to identify the Greek or Latin element. Ask them what it means. (cur—"care") Repeat with the words sympathy (path—"suffer, feel"), claustrophobia (phobia—"fear"), arthritis (-itis—"inflammation"), and volunteer (vol—"will, willing").

Write the words on the chalkboard and ask students to copy them into their word study notebooks. Have them underline the Greek or Latin element and use slashes to divide each word into syllables.

Introduce Greek and Latin Elements for Time and Family chron, mat/matr, pat/patr, onym, doc
Model
Write the following Greek or Latin elements on the chalkboard and read them aloud: chron, mat/matr, pat/patr, onym, doc.

Say: As we’ve learned about other Greek and Latin elements, each of these elements means something. Chron means “time,” mat and matr mean “mother,” pat and patr mean “father,” onym means “name,” and doc means “teach.” Write the meaning of each element on the chalkboard.

Create a word web with the root chron. Write each word on the chalkboard as you say it. Say: I know some words that have the root chron in them. The word chronic begins with chron. It means “lasting a long time.” The word chronicle means “a time-ordered historical record.” Continue adding other words with chron, such as chronometer, chronology, and chronological, to the word web.

Guide
Refer to the anchor poster and point out that roots can appear in different parts of words.

Work with students to create word webs on the chalkboard of words they know or have heard of for the remaining Greek and Latin elements. If students need help getting started, you may suggest one word for each element: maternal for mat/matr, patron for pat/patr, homonym for onym, document for doc.

Ask students to use what they know about the meanings of the elements to help them figure out the meanings of the words on the chalkboard.
Reinforce for students that splitting words into parts can help them understand a word’s meaning. For example, the word *antonym* means “opposite name.” Students may recognize that the prefix means “anti” or “against.”

**Apply**

Have students work in pairs or small groups to create word webs in their word study notebooks. Have them use what they know about Greek and Latin elements to define the words. Encourage students to use dictionaries to look up words they don’t know.

**Spelling Words with Greek and Latin Elements**

**Unit Spelling Words:** chronicle, doctrine, eponym, chronic, matrix, matron, patriotic, docile

Write these words on the chalkboard: *chronicle, doctrine, eponym*. Tell students that they already know how to spell a chunk of each word because they know the Greek or Latin elements in the words.

Rewrite the words on the chalkboard in syllabic form: *chron/i/cle, doc/trine, ep/o/nym* and remind students that splitting words into syllables can help them spell longer words. Point out the short vowel *i* and *o* in *chronicle* and *eponym* that fall between consonants.

Write these words on the chalkboard: *chronic, matrix, matron, patriotic, docile*, and underline the Greek or Latin element in each word. Say the words aloud and have students repeat the words after you. Work with students to rewrite the words in syllabic form.

Ask students to create a four-column chart in their word study notebooks titled “How Well Do I Know These Words?” Have them use the following headings: *Don’t Know It, Have Seen or Heard It, Think I Know the Meaning, Could Use or Define the Word*. Have students write each spelling word in a column according to their knowledge of the word.

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

Ask students to use each spelling word in a written sentence in their word study notebooks.

**Assessment Tip**

Note which students have a large number of spelling words in the *Don’t Know It* column in their word study notebooks. Encourage these students to work with partners to use the words in oral and written sentences so that they become comfortable with their meanings and spellings.

**Providing Support**

Use the Greek and Latin elements as a basis for a discussion about how words derived their meanings. The word *eponym* comes from *epi* “after” and *onym* “name” and refers a person after whom a place or a word is named. For example, William Penn is the eponym of Pennsylvania. Ask students if they can think of other eponymous names. *Docile*, which means “submissive,” comes from the Latin word for “being easily taught.” A *doctrine* is “something that is taught” such as rules or beliefs. The definition of *matrix* is “something from which something else originates or develops.” Ask students how this definition relates to the word *mother*.

**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
Help students see that sometimes the i in the spelling words sounds like /i/ in tin and sometimes sounds like /e/ in teen. For example, chronic, chronicle, and doctrine have the short i sound, while patriotic has both the long e sound and the short i sound (/pə/ /trē/ /jöt/ /lk/).

Sound Sort

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<th>Four or More Syllables</th>
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<td>expatriate</td>
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Blind Sound Sort

<table>
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<th>Two Syllables</th>
<th>Three Syllables</th>
<th>Four or More Syllables</th>
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<td>manchurial</td>
</tr>
<tr>
<td></td>
<td>patriarch</td>
<td>anachronism</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 Time and Family chron, mat/matr, pat/patr, onym, doc
Write the words chronology, maternal, patriarch, anonymous, and documentary on the chalkboard. Ask students what Greek or Latin elements are found in these words. Ask them what each element means. Have students turn to a buddy and work together to come up with definitions for these words.

Sound Sort

Teacher Category Cards: Two Syllables, Three Syllables, Four or More Syllables
Place the category cards in a pocket chart so students can see them. Write the word document on the chalkboard and use it to model how to identify the number of syllables in words and look for known parts in words.

Think aloud: Every syllable has one vowel sound. A syllable may have more than one vowel letter, but the letters make just one sound. Looking at this word, I see three vowels and I think there are three vowel sounds. I recognize the root doc, which makes one syllable, and the suffix -ment, which makes another syllable. If I divide the word between the root and the vowel u and before the suffix, I get three syllables: doc/um/ent: document. That sounds right. I’ll place this word in the category Three Syllables.

Blind Sound Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: Two Syllables, Three Syllables, Four or More Syllables
Place the category cards in a pocket chart so students can see them. Give each student a set of syllable category cards from BLM 2 and explain that they will listen for the number of syllables in the words.

Say the first word. Have students listen carefully, decide on the number of syllables in the word, and then hold up the appropriate category card. When all students are holding up a card, show them the word, read it again, and place it in the correct category on the pocket chart. If necessary, write the word on the chalkboard and show how you divide the word into syllables.

Spelling. Point out that /k/ is spelled in two different ways in the spelling words. Write the words chronic, chronicle, patriotic, and doctrine on the chalkboard, then underline the letters that spell /k/. Tell students they can remember the digraph ch at the beginning of chronic and chronic because of the Latin root for time, chron. Have students practice writing the words several times in their word study notebooks.
Teacher-Directed Sound Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: chron, doc, mat/matr, onym, pat/patr

Place the category cards in a pocket chart so that students can see them.

Hold up the word card for patron and model reading and sorting the word

Say: When I divide this word into syllables between the a and the t, I have an open syllable with a long vowel sound: /pay/. The second syllable sounds like the word on: tron. When I divided the word into syllables, I split the root: patr. I know that the meaning of this root has something to do with father. The word patron actually means “someone who supports a person, institution, or cause.” This makes sense because the original meaning comes from the Latin for “protector” which is derived from the Latin root patr. I’ll place this card under the root pat/patr in the pocket chart.

Show students the remaining teacher word cards (from BLM 5), one at a time. Ask them to help you identify the root, discuss each word’s meaning, and tell where to place the card in the pocket chart.

Buddy Sort

Divide students into pairs. Give each pair a set of word cards BLMs 3–5 (or a selection from the set of word cards), and a dictionary.

Have the pairs review the meaning of each word or find its meaning in the dictionary. Have them work together to decide on two or more categories into which they will organize their cards.

After groups have completed their sorts, have them share their results with the rest of the class.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze, choosing the correct word to fill in each blank. Remind them to pay attention to their spelling.

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.

Unlocking the Past, Hollywood-Style
People have always been interested in where they came from and who their ancestors were. Perhaps it is natural curiosity that makes people want to discover the often anonymous faces from their past, but whatever the reason, studying one’s family remains a popular pursuit.

The television show “Who Do You Think You Are?” explores this trend as it chronicles the journeys of seven celebrities in search of clues to their family histories. Each show is a documentary about one of the stars’ discoveries, and each show reveals amazing facts about the past.

In one episode, film and Broadway star Matthew Broderick dives into the paternal side of his family, looking for discovered information about his grandfather and great-grandfather. Although Matthew had been close to his mother and knew a great deal about the maternal side of his family, much of his father’s history was a mystery to him.

As Matthew follows historical leads during the show, he is stunned to learn of the untold stories of his ancestors. His grandfather Joe had been a brave medic in the fields of WWI in France, where he risked his own life to save his fallen comrades. Joe was awarded a Purple Heart in 1918, and a Distinguished Service Cross, two of the military’s highest honors and synonyms with bravery. And before Joe, Matthew’s great-great grandfather Robert fought and died in the Civil War, surviving the bloody battle of Gettysburg. Robert was a life-saving medic in the fields of WWI in France, where he risked his own life to save his fallen comrades.

Not everyone will uncover extraordinary ancestors like Matthew’s. Even so, as Matthew follows historical leads, he is stunned to learn of the untold stories of his ancestors. His grandfather Joe had been a brave medic in the fields of WWI in France, where he risked his own life to save his fallen comrades. Joe was awarded a Purple Heart in 1918, and a Distinguished Service Cross, two of the military’s highest honors and synonyms with bravery. And before Joe, Matthew’s great-great grandfather Robert fought and died in the Civil War, surviving the bloody battle of Gettysburg, only to be killed while on guard duty in 1864.

Word Hunt
Give students a copy of the reading 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 chron, mat/matr, pat/patr, onym, and doc.

If necessary, read a sentence and model finding and underlining words that include the Greek and Latin elements for time and family. 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. Ask them to define the words in their own words.

Challenge students to write a paragraph and use 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: secure, sympathy, voluntary.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: chronicle, matron, patriotic.

Dictate the following sentence and have students write it on their papers: The matron wrote a chronicle detailing her patriotic life.

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 Greek and Latin elements for time and family using the Quick-Check for Unit 20.

Suggestions for Independent Practice
Alphabetizing. Give students a set of word cards and have them alphabetize the words. Alternatively, give pairs of students word cards and have one student read the words aloud one by one, while the other student writes the words in alphabetical order in his or her word study notebook.

Draw the Etymology. Have students create drawings to show the etymology, or origin, of a word from the unit. For example, for antonym, a student could draw something to indicate the prefix anti- and something to show the word name.

Crossword Puzzle. Give students a set of word cards and have them select up to ten words they will use to make a crossword puzzle. Ask them to write clues with answers that depend on the meanings of the words.

How Well Do You Know These Words? Have students go back to the charts they created earlier in the unit and assess how well they know the words now.
**Unit 20 Quick-Check:**

**Greek and Latin Elements for Time and Family**

**Answer Questions**

**Directions:** Choose the correct word to complete each sentence.

1. With her constant sneezing and sniffling, it seems like Felicity has a ___________ cold.
   - chronicle  
   - chronic  
   - doctored

2. Adam’s parents are ___________ of the local theater company and have good seats for the company’s shows.
   - doctrines  
   - matrons  
   - patrons

3. Ali didn’t want anyone to know she wrote the poem, so she used a ___________.
   - pseudonym  
   - homonym  
   - anonymous

4. The old horse is easy to ride because she’s sweet and ___________.
   - docent  
   - docile  
   - matron

**Apply**

**Directions:** In the space below, list three to five words you know that have one of the Greek or Latin elements `chron, mat/matr, pat/patr, onym, or doc`.

____________   ____________   ____________   ____________   ____________

**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 “Teach”</th>
<th>Words Related to “Father”</th>
</tr>
</thead>
</table>

**Word Bank**

- documentary, 
- indoctrinate, 
- patriarch, 
- patronize, 
- patriotic, 
- docile, 
- paternal, 
- document

**Think and Write about Greek and Latin Elements for Time and Family**

**chron, mat/matr, pat/patr, onym, doc**

**Directions:** In the space below, explain how understanding Greek and Latin elements for time and family helps you as a reader, speller, and writer.