Lesson Objectives

Day 1
Students will:
- Understand the meaning of Greek and Latin elements, ante ("before"), post ("after"), bene ("good"), mal ("bad"), hyper ("over, beyond"), and hypo ("under, below")
- Identify Greek and Latin elements ante, post, bene, mal, hyper, hypo in words
- Understand that identifying the Greek and Latin elements in words can help to define words
- Read and write 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 they can help in figuring out the meanings of words
- Define words with Greek and Latin elements
- Sort words according to meaning
- 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—before, after, good, bad, over/beyond, under/below
- Teacher Word Cards—same as BLM 3

Day 3
Students will:
- Spell words with Greek and Latin elements
- Explore the meanings of words with Greek and Latin elements
- Use words with Greek and Latin elements in sentences

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- 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**
For Spanish-speaking students note the following cognates for the spelling words: *anterior/anterior; la posteridad/posterity; posponer/postpone; beneficioso(a)/beneficial; malicioso(a)/malicious; hipérbole/hyperbole; la hipócrita/hypocrite.*

**Blending Practice**
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word *beneficial* on the chalkboard. Show how you divide the word into syllables after the consonant, *ben/e*, and after the vowel and before the soft *c, fi/cial*. Read each syllable and then blend the syllables together: *ben/e/fi/cial: beneficial.* 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 Time and Family**

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

**Focus Words:** chronic, maternal, patriotic, pseudonym, document

Write the words *chronic* and *maternal* on the chalkboard. Ask students to identify the Greek or Latin elements and what they mean. **Say:** How can knowing the Greek or Latin elements help you figure out the meanings of words?

Ask students to define *chronic* and *maternal*.

Repeat with the remaining words.

**Introduce Greek and Latin Elements for Opposites**

*ante, post, bene, mal, hyper, hypo*

**Model**
Write the following words on the chalkboard: *dismal* and *benefit*.

**Think aloud:** Both of these words are pretty common. I’ve seen them a lot in my reading. I think that *dismal* means “something gloomy or bad.” *Benefit*, on the other hand, means “something good.” I think that the Latin roots of these words, *mal* and *bene*, mean opposite things, “bad” and “good.”

Write *ante meridiem* and *post meridiem* on the chalkboard. Tell students that *meridiem* means “midday” or “noon.” **Say:** These Latin roots, *ante* and *post*, are opposites, too. They refer to terms that you hear every day, A.M. and P.M., “before noon” and “after noon.”

Write *hyperactive* and *hypothermia* on the chalkboard. **Say:** The Latin element *hyper* means “over” and the root *hypo* means “under.”

**Guide**
Refer to the anchor poster and review the meanings of each root.

Write each of the roots on the chalkboard: *ante, post, bene, mal, hyper,* and *hypo*.

Ask students to brainstorm words with these elements in them, whether they know the meanings or not. Write the words on the chalkboard under the appropriate root.

Help students see that they may recognize familiar prefixes, suffixes, or other elements in the words you’ve listed. Have them use what they already know and what they’ve learned about the meanings of the Latin elements for opposites to figure out what the words on the chalkboard mean.
Apply

Have students write the words from the chalkboard in their word study notebooks. Ask them to underline the Greek or Latin elements for “before” (*ante*), “after” (*post*), “good” (*bene*), “bad” (*mal*), “over” (*hyper*), and “under” (*hypo*). Then have them choose two words with opposite elements and write a sentence with them.

Spelling Words with Greek and Latin Elements for Opposites

**Unit Spelling Words:** anterior, posterity, hypocrite, hyperbole, postpone, beneficial, dismal, malicious

Write these words on the chalkboard: *anterior, posterity*.

Tell students that they already know how to spell the beginning of each word because they are familiar with the Greek or Latin elements in the words. Underline the root in each word on the chalkboard.

Explain that students can look for suffixes and prefixes they already know within each spelling word. For example, -ior in *anterior* and -ity in *posterity*.

Rewrite the words on the chalkboard in syllabic form: an/ter/i/or, pos/ter/i/ty. Note that the syllables are broken between consonants (an/ter) instead of after the root (ante). Explain that breaking the words into syllables and sounding the words out can help students spell longer words.

Write the remaining spelling words on the chalkboard and say each word aloud. Point out that even though hypocrite has a silent e at the end, which would normally signal a long vowel sound for i, crite is pronounced with a short i sound. Also, explain that bole in the word hyperbole is not pronounced /bōl/, but /bō/ /lē/.

Discuss the meanings of the spelling words. Ask students to use what they know about Greek and Latin elements to help them figure out meanings. If students are unsure about a word’s meaning, have them look up the definition in a dictionary. Ask volunteers to use the words in oral sentences.

Have students write each word in their word study notebooks, underline the Greek or Latin element, and circle suffixes or word parts they know. Then have students rewrite the words in syllabic form. Model this process with the words on the chalkboard.

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

Assessment Tip

Notice if students have difficulty breaking the words into syllables. Pair more proficient spellers with students who are having trouble and have them say the words aloud together slowly, syllable by syllable.

Providing Support

Use the Greek and Latin elements as a basis for a discussion about how words derived their meanings. The word *hyperbole* comes from hyper and a Greek word for “ball.” What once meant “to throw beyond” has come to mean “exaggeration for effect,” as in, *It’s raining cats and dogs*. The word *dismal* literally means “bad day.” The word *hypocrite* comes from the Greek word hypocrates, which referred to an actor. Over time *hypocrite* has come to mean “pretender” or “someone who pretends to be something he or she is not.”

Home/School Connection

Students can take home a list of the unit spelling words and practice reading, writing, and spelling the words with a family member.
Supporting ELs

For the definitions of the words in the “Meaning Sort,” use simple words. For example, for benefactor—“good person”; anteroom—“outer room”; posthumous—“after death”; postscript—“end note.”

For words with more abstract meanings, such as hypercritical and hypothermia, pair ELs with fluent English speakers, who will use actions to demonstrate the meanings of the words.

Meaning Sort

<table>
<thead>
<tr>
<th>before</th>
<th>after</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>antediluvian</td>
<td>postgraduate</td>
<td>benefactor</td>
</tr>
<tr>
<td>anteroom</td>
<td>posthumous</td>
<td>benefit</td>
</tr>
<tr>
<td>ante meridiem</td>
<td>postscript</td>
<td>benevolent</td>
</tr>
<tr>
<td>bad</td>
<td>over/beyond</td>
<td>under/below</td>
</tr>
<tr>
<td>dismal</td>
<td>hypercritical</td>
<td>hypochondriac</td>
</tr>
<tr>
<td>maladroit</td>
<td>hypersensitive</td>
<td>hypothermia</td>
</tr>
</tbody>
</table>

Speed Sort

<table>
<thead>
<tr>
<th>before</th>
<th>after</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>antebellum</td>
<td>antecedent</td>
<td>benediction</td>
</tr>
<tr>
<td>anterior</td>
<td>post meridiem</td>
<td>beneficent</td>
</tr>
<tr>
<td>post criti</td>
<td>posterior</td>
<td>postmity</td>
</tr>
<tr>
<td>bad</td>
<td>over/beyond</td>
<td>under/below</td>
</tr>
<tr>
<td>malady</td>
<td>hyperactive</td>
<td>hypocrite</td>
</tr>
<tr>
<td>malcontent</td>
<td>hyperventilate</td>
<td>hypomania</td>
</tr>
</tbody>
</table>

Home/School Connection

Give students 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 Opposites ante, post, bene, mal, hyper, hypo

Write the words anteroom, postscript, benefit, malnutrition, hypercritical, and hypothermia on the chalkboard. Ask students to say the words aloud with you. Ask them to identify the Greek or Latin elements in each word. Say: What does each root mean? How do these roots help you figure out the meanings of these words?

Have students turn to a buddy and work together to come up with definitions for these words. Ask volunteers to share their definitions with the class.

Meaning Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: before, after, good, bad, over/beyond, under/below

Place the category cards in a pocket chart so students can see them. Set out the word cards where students can see them.

Tell students that you are going to read aloud the definition of a word from the dictionary. They will choose the word with that meaning from the word cards and place it in the correct Greek or Latin element category on the pocket chart.

Think aloud: When I hear the definition, “a gain or advantage,” I look at my word cards and think about which Greek or Latin element means something good. Bene means “good.” Which of the bene words in my set of word cards means “a gain or advantage”? The word benefactor refers to a person, so I think it is the word benefit. I will put benefit in the good category.

Spelling. Remind students that breaking longer words into syllables can help them with spelling. Have them write their spelling words in their word study notebooks in syllabic form and then as whole words.

Speed Sort

Teacher Category Cards: before, after, good, bad, over/beyond, under/below

Place the category cards in a pocket chart. Explain that students are going to do a “Speed Sort” on their own, categorizing words that contain Greek and Latin elements meaning “before,” “after,” “good,” “bad,” “over, beyond,” or “under, below.”

Give each student the category cards from BLM 2, a stopwatch, and the word cards from BLM 4. Have students sort the cards as quickly as they can with accuracy. Have partners check each other’s work. Then have them repeat the sort and try to beat their last time.
Blind Sort

Teacher Word Cards: same as BLM 5

Have students reiterate the meanings of the Greek and Latin elements ante ("before"), post ("after"), bene ("good"), mal ("bad"), hyper ("over, beyond"), and hypo ("under, below") and suggest examples of words that contain each element. Write the elements on the chalkboard in a row creating six columns. Have students create a six-column chart in their word study notebooks and write each of the categories as a column head.

Take a word card and read it.

Say: When I say the word posterior, I hear the element post at the beginning of the word. I will write the word posterior on the chalkboard in the column under the element post.

Tell students you are going to say some words with Greek and Latin elements and you want them to write the words in the correct columns. Say the words from BLM 5 in random order. Then call on volunteers to share their sorts with the class. Give students the cards from BLM 5 to self-check their spelling.

Applying Meaning. Give students BLM 7 and have them choose the correct words to complete each sentence. Remind students to check their spelling.

Oddballs

Explain to students that some of the words have the same Greek or Latin element, but are pronounced differently.

Write the words hypocrite and hypothermia on the chalkboard. Point out that hypocrite is pronounced with a short i sound (/hip/), while the other hyper and hypo words are pronounced with a long i sound. (/hip/)

Assessment Tip

Use the results from the completed BLM 7 to assess students’ understanding of the words. If they need more help pronouncing and spelling difficult multi-syllabic words, provide them with opportunities to practice saying the words aloud with a buddy and to use the words in oral and written sentences.

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, instead of doing the same thing as they did on BLM 7 in class, this time they will use context clues to choose words.

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.
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 elements ante, post, bene, mal, hyper, and hypo.

Read a line and model 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, ask volunteers to share the words they found.

Ask students to name the words that have opposite Greek or Latin elements.

Challenge students to write three sentences using words with the three sets of opposite Greek or Latin elements, ante/post, bene/mal, and hyper/hypo. You may write the following example on the chalkboard: \textit{When we met in the anteroom, we found that the meeting was postponed.}

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: \textit{chronicle, doctrine, eponym.}

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: \textit{dismal, postpone, beneficial.}

Dictate the following sentence and have students write it on their papers: \textit{To call him a malicious hypocrite may be hyperbole, but I’m so angry, I don’t really care.}

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 \textbf{First Try} column. After the second student has spelled the words, the first student places a check mark next to the word 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 \textbf{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 with opposite meanings using the Quick-Check for Unit 21.

Suggestions for Independent Practice

Opposites Concentration. Give students a set of word cards that are opposites or near-opposites, for example, anterior/posterior, beneficial/malicious, benefit/dismal. Have students play “Concentration” to find pairs of opposite words.

Word Hunt. Encourage students to search through books in the classroom and library to find words that include the Greek or Latin elements for opposites. Have them list the words they find in their word study notebooks.

Cloze Sentences. Have students make up meaningful (and perhaps humorous) cloze sentences that use words from the word cards. Challenge students to see who can create a sentence with the most words. Students can exchange sentences and complete them.

Definitions. Give pairs of students a set of word cards. Have them work together to come up with definitions in their own words for each card. Have them write the words and their definitions in their word study notebooks.

Answer Key Unit 21 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>good</th>
<th>after</th>
<th>bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefit</td>
<td>posterity</td>
<td>malice</td>
</tr>
<tr>
<td>beneficence</td>
<td>posterior</td>
<td>malady</td>
</tr>
<tr>
<td>over/</td>
<td>before</td>
<td>under/below</td>
</tr>
<tr>
<td>beyond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hypercritical</td>
<td>anterior</td>
<td>hypothermia</td>
</tr>
<tr>
<td>hyperbole</td>
<td>anteroom</td>
<td>hypochondriac</td>
</tr>
<tr>
<td></td>
<td>antecedent</td>
<td>hypothesis</td>
</tr>
</tbody>
</table>

Other answers will vary.

Answer Key BLM 7

1. posterior
2. post meridiem
3. benefactor
4. anteroom
5. postpone
6. malady
7. malicious

Answer Key BLM 8

1. dismal
2. benefit
3. malnutrition
4. hypercritical
5. postscript
6. ante meridiem
Unit 21 Quick-Check: Greek and Latin Elements for Opposites

Answer Questions

Directions: Choose the correct word to complete each sentence.

1. The hiker was lucky he didn’t suffer ____________ after being on the mountain all night.
   - hyperbole     hypothermia     malfunction     malcontent

2. When we took our car to the repair shop, they found a ____________ in the brake system.
   - maladroit     malicious     malfunction     malcontent

3. Because this is a ____________ edition of the book, the author’s foreword will not be updated.
   - posthumous     posterior     postmortem     postscript

4. We will meet in the ____________ before we walk into the main chamber together.
   - ante meridiem     antebellum     antecedent     anteroom

Apply

Directions: In the space below, list three to five words you know that have one of the Greek or Latin elements ante, post, bene, mal, hyper, or hypo.

____________   ____________   ____________   ____________   ____________

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 Meaning “After”</th>
<th>Words Meaning “Bad”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>dismal, posterior, postpone, malady, postmortem, malnutrition</td>
</tr>
</tbody>
</table>

Think and Write about Greek and Latin Elements for Opposites ante, post, bene, mal, hyper, hypo

Directions: In the space below, explain how understanding Greek and Latin elements for the opposites ante, post, bene, mal, hyper, hypo helps you as a reader, speller, and writer.