Lesson Objectives

Day 1
Students will:
• Understand the meaning of the Latin roots, *scrib/script* ("write"), *cred* ("believe"), and *fac* ("make")
• Identify the Latin roots *scribe/script, cred, and fac* in words
• Understand that identifying the Latin roots in words can help them define words
• Read and write words with Latin roots

Materials:
• Anchor Poster

Day 2
Students will:
• Explain in their own words what the meanings of the Latin roots are and how to use them to help figure out the meanings of words
• Sort words according to meaning
• Spell words with Latin roots

Materials:
• BLM 2: Category Cards
• BLMs 3–4: Word Cards
• Teacher Category Cards—write, believe, make
• BLM 6: Take-Home Activity
• Teacher Word Cards—transcribe, same as BLM 4

Day 3
Students will:
• Sort words according to root
• Spell words with Latin roots
• Use words with Latin roots in sentences

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—scrib/script, cred, fac

Day 4
Students will:
• Identify words with Latin roots in a passage
• Use words with Latin roots in meaningful sentences
• Spell words with Latin roots

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Spell words with Latin roots

Materials:
• Quick-Check Assessment
Day One

Supporting ELs
For Spanish-speaking students, note cognates for the spelling words, including prescriber/prescribe; las credenciales/credentials; el artefacto/artifact; el facsímile/facsimile; fácil/facile.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word credence on the chalkboard. Show how you divide the word into two syllables between the vowel e and the consonant d, cre/dence. Explain that you now have one open syllable with a long vowel sound and one closed syllable with a short vowel sound. Read each syllable and then blend the syllables together: cre/dence: credence. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Predictable Spelling Changes in Word Roots ceiv/cep, tain/ten, nounce/nunc
Focus Words: deceive, detain, pronounce, deception, detention, pronunciation
Write the words deceive, detain, and pronounce on the chalkboard, and underline the roots ceiv, tain, and nounce as you say each word aloud.
Ask students to say how each root changes when -tion is added to form a noun. At their prompting, write the noun forms of the words on the chalkboard (deception, detention, pronunciation), underlining the roots cep, ten, and nunc.

Introduce Latin Roots scrib/script, cred, fac
Model
Write scrib/script (“write”), cred (“believe”), and fac (“make”) on the chalkboard and read them aloud. Explain that these are Latin roots with their meanings.
Write the following words on the chalkboard, read them aloud, and underline the Latin root in each word: postscript, incredible, manufacture. Point out that the roots can appear in different parts of words—at the end, the middle, and the beginning. Say: I can use what I know about the meanings of these roots, along with what I already know about the meanings of prefixes and suffixes, to figure out the definitions of words. For example, I already know the root man means “hand.” Since I now know that fac means “to make,” I can figure out that the word manufacture means “making goods by hand.”

Students may remember that postscript means “a note that comes at the end.” Explain that incredible (which has the prefix in-, meaning “not”) means “not believable.”

Guide
Refer to the anchor poster and review the roots and their meanings with students.
Write the following words on the chalkboard: prescribe, credible, facsimile. Ask volunteers to circle the Latin roots. Guide students to use what they know about the meanings of the roots and affixes to figure out the definitions of the words. Have students underline the affixes to reinforce the idea that looking for familiar parts in words helps them read and understand new words. Students may recognize the prefix pre-, meaning “before,” and the word simile, meaning “like.”
Apply

Give student groups large pieces of butcher paper and have them brainstorm words with the roots scrib/script, cred, and fac. Have them create word webs on the butcher paper. Invite groups to share their word webs with the class. Have students write the words in their word study notebooks.

Spelling Words with Latin Roots

Unit Spelling Words: prescribe, credence, artifact, prescription, credulous, facsimile, facile, inscribe

Write the following words on the chalkboard: prescribe, credence, artifact.

Explain that when we know the root words we already know how to spell a part of the longer word. Underline the root word in each word on the chalkboard.

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

Rewrite each word on the chalkboard in syllabic form: pre/scribe, cre/dence, ar/ti/fact. Remind students that breaking words into syllables can help them spell longer words. Note that the syllables may break in the middle of the root words.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to underline the roots in each word. Have students circle the prefixes, suffixes, or additional roots. Finally, work with students to rewrite the words in syllabic form.

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.

Assessment Tip

Notice which students have difficulty dividing the words into syllables. Say the spelling words aloud with students slowly. Ask them to write each syllable as they say them.

Providing Support

Some of the words with the roots scrib/script, cred, and fac may be unfamiliar to students. Explain how words derived their meanings. Circumscribe literally means “write around.” We use it now to mean “encompass.” Incredulous means “doubting or with disbelief.” Accredit literally means “credit” or “license.” Facsimile includes the root word simile, which means “like.” A facsimile is an exact copy. Facile refers to something that can be done easily. To facilitate is to make something easy for others.

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.
Day Two

Providing Support
Help students see the predictable spelling changes to words with the root *scribe*. For example, when adding `-tion` to the word *transcribe*, the letter *b* changes to *p* and the word is spelled *transcription*. Ask students to add `-tion` to the following words and write the new words in their word study notebooks: prescribe, inscribe, subscribe, describe, circumscribe.

Meaning Sort
Teacher Word Cards: transcribe
Teacher Category Cards: write, believe, make
Place the category cards in a pocket chart so students can see them. Hold up the word card for *transcribe* and read it aloud.

**Think aloud:** I can hear and see that the word *transcribe* includes the Latin root *scrib*. I know that *scrib* means “write,” so I’ll place this word in the write category.

Give pairs of students the category cards from BLM 2 and the word cards from BLM 3 and have them sort the words according to their meanings. Encourage them to check a dictionary if they are unsure of the meaning of a word.

When students have completed their sorts, hold a class discussion to compare sorts.

No Peeking Sort
Teacher Word Cards: same as BLM 4
Teacher Category Cards: write, believe, make
Place the category cards in a pocket chart so that students can see them. Have students write the categories in a row in their word study notebooks.

Tell students that you will call out one word at a time and they will write the word in the correct category in their word study notebooks. When you finish the sort, give students the word cards from BLM 4 so they may check their spelling.

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 Latin Roots scrib/script, cred, fac
Write the words *scribble*, *accredit*, and *faculty* on the chalkboard. Ask students to identify the Latin root in each word. Ask them what each root means. Have students turn to a buddy. Have one student define each word in his or her own words. Have the other student use the word in an oral sentence. Have buddies discuss how recognizing Latin roots can help them read and understand words.

Meaning Sort
Teacher Word Cards: transcribe
Teacher Category Cards: write, believe, make
Place the category cards in a pocket chart so students can see them. Hold up the word card for *transcribe* and read it aloud.

**Think aloud:** I can hear and see that the word *transcribe* includes the Latin root *scrib*. I know that *scrib* means “write,” so I’ll place this word in the write category.

Give pairs of students the category cards from BLM 2 and the word cards from BLM 3 and have them sort the words according to their meanings. Encourage them to check a dictionary if they are unsure of the meaning of a word.

When students have completed their sorts, hold a class discussion to compare sorts.

No Peeking Sort
Teacher Word Cards: same as BLM 4
Teacher Category Cards: write, believe, make
Place the category cards in a pocket chart so that students can see them.

Spelling. Divide the class into pairs and have one student in each pair write cloze sentences for these words: *prescribe, credentials, artifact, facile*. Have the other student write sentences for these words: *prescription, credence, facsimile, inscribe*. Have partners trade sentences and write the correct word in the blank to complete each sentence.
Assessment Tip
Use students’ completed BLM 7 to assess their understanding of the words and if they are able to spell the words correctly. Note if students need more practice with word meanings and 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.

Speed Sort

Teacher Category Cards: scrib/script, cred, fac
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 the Latin roots scrib/script, cred, or fac.

Give each student the category cards from BLM 2, a stopwatch, and the word cards from BLM 5. 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.

Spelling. Remind students that breaking words into syllables can help them with pronunciation and spelling. For example, the words manuscript and artifact both have open vowel patterns in the second syllable. One makes a long vowel sound and the other a short vowel sound. Explain that, when sounding out new words, students should first try the long vowel sound for open syllables, as in manuscript. If that sounds wrong, they should try the short vowel sound, as in artifact.

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

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 choral-read the passage straight through. Then have them work as a team to find examples of the Latin roots scrib/script, cred, and fac.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them they are going to read the passage and hunt for words with the Latin roots scrib/script, cred, and fac.

Model reading a line and finding a word with one of the roots. Underline the word and continue reading. 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.

Challenge students to write a paragraph using at least four words from the paragraph. Tell students they may use other forms of the words in the paragraph, for example the past tense of describe or the noun related to inscribe.

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: perceive, retain, announce.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: credence, artifact, facsimile.

Dictate the following sentence and have students write it on their papers: The bank thief proved himself to be a facile liar as he told a credulous banker why he was in the vault.

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 words with Latin roots scrib/script, cred, and fac using the Quick-Check for Unit 23.

Suggestions for Independent Practice

Make Words. Have students use self-stick notes to create word cards for prefixes, suffixes, and Latin roots. For example, they can write each of these prefixes on separate notes: pre-, in-, post-, dis-; they can write these suffixes on separate notes: -tion, -ible, -ous, -it; they can write these roots on separate notes: scrib, script, cred, fac, man, bene. Have the students use the notes to create words. In places where they need a letter or several letters to complete the word, they can write the letters on blank self-stick notes.

Latin Root Concentration. Give students the word cards from BLMs 3–5 and have them play “Concentration” to find pairs of words with the same Latin roots.

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses words with the Latin roots scrib/script, cred, and fac. Encourage students to make up clues based on the words’ definitions. Pairs can swap their puzzles with another pair and solve them.
Unit 23 Quick-Check:
Latin Roots scrib/script, cred, fac

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

1. I couldn’t read her letter because her writing just looked like ____________ to me.
   inscription     scribbles     postscript

2. Jamie’s voice sounded ____________ when he asked, “Are you sure about that?”
   incredulous     discredit     accredit

3. The jewelry store keeps only ____________ of the diamond rings in the window.
   artifacts     benefactors     facsimiles

4. The editor found the author’s ____________ of the scene much too long.
   description     subscription     prescription

Apply
Directions: In the space below, list three to five words you know that have the Latin roots scrib/script, cred, or fac.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>believe</th>
<th>make</th>
<th>write</th>
</tr>
</thead>
</table>

Word Bank
facile, scribble, circumscribe, accredit, inscription, credit, credentials, faculty, artifact

Think and Write about Latin Roots scrib/script, cred, fac
Directions: In the space below, explain how understanding the Latin roots scrib/script, cred, fac helps you as a reader, speller, and writer.