Lesson Objectives

Day 1
Students will:
- Understand the meaning of the Latin roots *gen* ("birth, beginning"), *mort* ("death"), *bio* ("life")
- Identify the Greek and Latin roots *gen*, *mort*, *bio* in words
- Understand that identifying the Greek and Latin roots can help them spell and define words
- Identify, read, and write words with the Greek and Latin roots *gen*, *mort*, *bio*

Day 2
Students will:
- Explain in their own words the meanings of the Greek or Latin roots, and how they can help in figuring out the meanings of words
- Define words with Greek or Latin roots
- Sort words according to their Greek or Latin root meaning
- Sort words according to the number of syllables
- Spell words with Greek or Latin roots

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—gen, mort, bio
- Teacher Word Card—genre

Day 3
Students will:
- Sort words with Greek or Latin roots according to their ending sounds
- Spell words with Greek or Latin roots
- Explore the meaning of words with Greek or Latin roots
- Use words with Greek or Latin roots in sentences

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4
Students will:
- Identify words with Greek or Latin roots in a reading passage
- Use words with Greek or Latin roots 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 or Latin roots

Materials:
- Quick-Check Assessment
Day One

Supporting ELs

Use shorter words to introduce the Greek and Latin elements gen, mort, and bio to ELs. Good example words for these elements include gene, mortal, and biome.

For Spanish-speaking students, it may be helpful to give examples of how these Greek and Latin elements exist in Spanish words. The elements appear in the cognates, including: engendrar/generate; indígena/indigenous; mortificar/mortify; el antibiótico/antibiotic; la biografía/biography; biológico(a)/biological.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word indigenous on the chalkboard. Show how you divide the word into syllables: in/di/gen/ous. Point out the two closed syllables, one with short i and one with short e, and the ending suffix -ous. Explain that the open syllable ending with an i does not have a long vowel sound in this case. Say the word with the long sound: in/dye/gen/ous. Explain that this doesn’t sound right so you will try the short vowel sound. Read each syllable and then blend the syllables together: in/di/gen/ous: indigenous. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Latin Roots duc/duct, flu, ver/vert

Focus Words: introduce, fluent, deduct, fluctuate, inverse

Say: Manny will introduce his new friend from Brazil who is fluent in Portuguese and Spanish.

Ask students to identify the Greek or Latin roots in the words introduce and fluent and to tell what they mean. (duc—“lead”; flu—“flowing”)

Write the remaining focus words on the chalkboard and ask student pairs to identify the Greek or Latin root in each spelling word, tell what it means, and choose two of the words to use in oral sentences.

Introduce Greek and Latin Roots gen, mort, bio

Model

Write the following words on the chalkboard and read them aloud: generate, mortal, biology. Explain to students that the Greek and Latin roots of these words have to do with life and death. Underline the root in each word, gen, mort, and bio. Say: You may be able to make educated guesses about what the Greek and Latin roots in these words mean. The word generate means “to make something”; in this case, the root gen means “birth” or “beginning.”

Remind students that knowing the meanings of Greek and Latin elements will help them figure out the meanings of words. When we say we are mortal, it means we must eventually die; the root mort means “death.” Biology is the study of living things; the root bio means “life.”

Guide

Write genealogy, mortician, and autobiography on the chalkboard and read them aloud. Discuss the meanings of the words on the chalkboard. Encourage students to use what they know about the meanings of gen, mort, and bio, as well as prefixes, suffixes, and other Greek or Latin elements that they have learned. For example, in the word autobiography, which is a “self-written record of one’s life,” students may recognize auto-, meaning “self,” or graph, meaning “record.”

Brainstorm with students and create word webs for each Greek or Latin root: gen, mort, and bio.

Apply

Have students create a four-column chart titled “How Well Do I Know These Words?” in their word study notebooks. Write these headings on the chalkboard for students to use: Don’t Know It; Have Seen or Heard It, but Don’t Know Meaning; Think I Know the Meaning; Could Use or Define the Word.
Have students sort the words on the chalkboard according to their knowledge of them. For the words that students say they can define, ask volunteers to share the definitions or use the words in oral sentences.

**Spelling Words with Greek and Latin Roots**

Unit Spelling Words: generic, immortal, biological, generate, indigenous, mortality, antibiotic, biography

Write these words on the chalkboard: **generic, immortal, biological.**

Explain that when we know the roots, we already know how to spell part of the word. Underline the Latin root in each word on the chalkboard.

Explain to students that they will likely find suffixes, prefixes, and other roots that they already know in the spelling words, for example, the prefix **im-** in **immortal** and the root **log** in **biological.**

Rewrite each word on the chalkboard in syllabic form: **ge/ner/ic, im/mor/tal,** **bi/o/log/i/cal.** Tell students that, even though the root words may be split apart, breaking words into syllables can help them spell and pronounce longer words.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to underline the roots in each word. Ask students to identify prefixes, suffixes, or other roots they may know. Finally, work with students to rewrite the words in syllabic form.

Discuss the definition of each spelling word, encouraging students to use what they know about the Latin roots **gen, mort,** and **bio** to figure out the words’ meanings.

Have students copy the spelling words into their word study notebooks. Ask them to use each word in a written sentence.

**Oddballs**

Some of the words that students may come across don’t adhere closely to the given definitions of their Greek or Latin roots. For example, the root **gen,** which comes from the Latin **genus,** not only means “birth,” but it can also mean “a group, class, or kind” of something. Case in point: the word **generic** means “referring to a whole kind or group.” As the prefix **in-** suggests, **indigenous** means “inborn or innate,” but it also means “belonging naturally to a region or country.”

The root **gage** in **mortgage** means “pledge,” so **mortgage,** which refers to a pledge to pay off a loan on a house, literally means “dead pledge”; once the loan is paid off, the pledge is dead or over. When you are **mortified,** you don’t really feel “death,” but you may be so embarrassed that you wish you were dead.

**Assessment Tip**

Many of the words can be tricky to divide into syllables. Encourage students who are having difficulty breaking the words into syllables to use the dictionary to determine how words should be split.

**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

Several of the words have five or more syllables and may be difficult for students to pronounce, for example, immortality. Say the word slowly with students: im/mor/tal/i/ty. Encourage them to underline each syllable with a finger as they say the sounds.

Meaning Sort

<table>
<thead>
<tr>
<th>gen</th>
<th>mort</th>
<th>bio</th>
</tr>
</thead>
<tbody>
<tr>
<td>progenitor</td>
<td>immortal</td>
<td>microbiology</td>
</tr>
<tr>
<td>genre</td>
<td>mortician</td>
<td>biome</td>
</tr>
<tr>
<td>general</td>
<td>mortgage</td>
<td>biopsy</td>
</tr>
<tr>
<td>degenerate</td>
<td>biopsphere</td>
<td>biodegradable</td>
</tr>
<tr>
<td>generous</td>
<td>mortified</td>
<td>biofeedback</td>
</tr>
</tbody>
</table>

Syllable Sound Sort

<table>
<thead>
<tr>
<th>One Syllable</th>
<th>Two Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>gene</td>
<td>gender</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three Syllables</th>
<th>Four or More Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>generate</td>
<td>regenerate</td>
</tr>
<tr>
<td>biotic</td>
<td>generation</td>
</tr>
<tr>
<td>oxygen</td>
<td>immunity</td>
</tr>
<tr>
<td>hydrogen</td>
<td>autobiography</td>
</tr>
<tr>
<td></td>
<td>biological</td>
</tr>
<tr>
<td></td>
<td>macrobiotic</td>
</tr>
<tr>
<td></td>
<td>mortality</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 Roots gen, mort, bio

Show students the anchor poster and review the roots and their meanings with students.

Write the words indigenous, mortician, and antibiotic on the chalkboard. Ask students to identify the Greek and Latin roots. Ask them what each root means and how that relates to the meanings of the words. Ask volunteers to use these words in oral sentences.

Meaning Sort

Teacher Word Card: genre

Teacher Category Cards: gen, mort, bio

Place the category cards in a pocket chart so students can see them. Hold up the word genre.

Think aloud: I see that this word includes the Latin root gen even though it’s pronounced /zhahn/ here. I know that gen means “birth” or “family,” but it can also mean “a kind.” Genre actually means “a kind or type,” so I’ll place this card in the gen category.

Give students the category cards from BLM 2 and the word cards from BLM 3. Have them work in pairs to sort the words according to their meanings. Tell students to look in a dictionary if they are unsure of the meaning of words.

After students have finished, have them compare the way they sorted their words.

Syllable Sound Sort

Give student pairs the following category cards from BLM 2: One Syllable, Two Syllables, Three Syllables, Four or More Syllables. Give each pair a set of word cards from BLM 4.

Ask students to work together, saying the words aloud slowly, then sorting the words according to the number of syllables.

After students have finished, have pairs switch roles to compare the way they sorted the words.

Spelling. Have students use the category cards from BLM 2 to sort the spelling words according to the number of syllables. Have the students write the categories into their word study notebooks. Read the words aloud and have students write the words in the appropriate categories.
Day Three

Sound Sort

Give students the following category cards from BLM 2: Ends in -y, Ends in -ic/-is, Ends in -ous. Give students the word cards from BLM 5 and have them sort the words according to their endings.

After students have finished, challenge students to complete a “Buddy Sort.” Have the students write the column headings in their word study notebooks. Split the word cards from BLM 5 and give half to each student (eight cards). One student reads the words aloud from the word cards and the other writes the words in the appropriate column in his or her word study notebook. Then have students switch roles. Have students check their spelling after they’ve completed the sort.

Applying Meaning. Give students BLM 7 and have them complete the cloze by choosing the word that correctly completes 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. If students need more practice, encourage them to use the words in context-rich 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 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 Greek and Latin roots mort, gen, and bio.

Word Hunt
Tell students that they are going to read a passage and hunt for words with the Greek and Latin roots gen, mort, and bio.

Give students a copy of the passage on BLM 9. Model reading a line and finding a word with a Greek root and circling it. Say: In the word generating, I can see the Latin root gen and I can hear it when I say the word aloud. The suffix -ate makes gen into a verb.

After students have read the passage and circled the words in the word hunt, ask volunteers to share the words they found. Ask students to define the words in their own words.

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: conductor, influence, diversion.

Dictate the following words from this week’s unit, one at a time, having students write them on their BLMs: regenerate, immortality, antibiotic.

Dictate the following sentence and have students write it on their papers: Mrs. Cho’s favorite genre is nonfiction and her favorite nonfiction books are autobiographies.

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 roots mort, gen, and bio, using the Quick-Check for Unit 25.

Suggestions for Independent Practice

How Well Do I Know These Words? Have students add to the chart they started with the spelling words on Day One. Have them use all the word cards from BLMs 3–5 and write the words in the appropriate column. If students say they know the word and can use it in a sentence, encourage them to write a sentence or definition in their own words.

Concept Sort. Give pairs of students a set of word cards. Ask them to sort them into categories of related meanings. For example, biography and autobiography may be grouped with genre. Students may create an Opposites category in which to sort words.

Speed Sort. Give pairs of students a set of word cards and the following category cards from BLM 2: gen, mort, bio. Have students split the set of cards in two and then play against each other to see who can finish sorting the words first.

Brainstorm Word Forms. Give students the word cards and have them brainstorm other forms of the words from the unit, for example, the gerund generating, the adverb generally, and the noun symbiosis. Have students check the spelling of the words. Encourage students to write the words in their word study notebooks.
Unit 25 Quick-Check: Greek and Latin Roots gen, mort, bio

Answer Questions
Directions: Choose the word that makes sense in the sentence.

1. The doctor told Felicity the ____________ would begin to work soon and she’d feel better in a couple of days.
   generation       antibiotic       biotic

2. The ____________ is near the cemetery on the corner of First and Vine.
   rigor mortis       mortgage       mortuary

3. Including my new baby cousin, my great-grandmother’s ____________ number twenty.
   progeny       generation       gender

4. The surgeon conducted a ____________ of the tumor, but fortunately there was no cancer.
   biopsy       biofeedback       antibiotic

Apply
Directions: In the space below, list three to five words you know that have the Greek or Latin roots gen, mort, or bio.

_________________________   ____________________________   ____________________________

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 “Death”</th>
<th>Words Related to “Life”</th>
<th>Words Related to “Birth, Family”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Word Bank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>genre, mortgage, rigor mortis, mortal, general, engender, biome, macrobiotic, amphibious, gene</td>
</tr>
</tbody>
</table>

Think and Write about Greek and Latin Roots gen, mort, bio
Directions: In the space below, explain how understanding the Greek and Latin roots gen, mort, and bio helps you as a reader, speller, and writer.