Day 1 Students will:
- Understand the meaning of the Latin roots *ven/vent* (“come”), *junct* (“join”), *spir* (“breathe”), *sec/sect* (“cut”)
- Identify the Latin roots *ven/vent, junct, spir, sec/sect* in words
- Understand that identifying the Latin roots can help spell and define words
- Identify, read, and write words with the Latin roots *ven/vent, junct, spir, sec/sect*

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—same as BLM 3

Day 2 Students will:
- Define words with Latin roots
- Sort words with Latin roots according to the number of syllables
- Sort words according to their Latin root meaning
- Spell words with Latin roots

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—same as BLM 3

Day 3 Students will:
- Sort words according to roots
- Spell words with Latin roots
- Explore the meaning of words with Latin roots
- Choose words with Latin roots to complete sentences

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—ven/vent, junct, spir, sec/sect
- Teacher Word Card—perspiration

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

Materials:
- Quick-Check Assessment

Lesson Objectives
Day One

Supporting ELs

Give Spanish-speaking students the cognates of the unit spelling words—for example, la convención/convention; prevenir/prevent; la juntura/juncture; la disyuntiva/disjunction; la inspiración/inspiration; transpirar/transpire; la sección/section.

Blending Practice

If some students have difficulty reading the words, remind them that breaking words into syllables will allow them to read the words in small chunks. Write the word perspiration on the chalkboard. Point out the five vowels that make four different vowel sounds. Remind students that each syllable has one vowel sound. Use syllable pattern rules to divide the word: per/spir/a/tion. Show students how much easier it is when they read each syllable, using what they know about long and short sounds in one syllable at a time. Then have them blend the syllables together.

Review Greek and Latin Roots gen, mort, bio

Focus Words: generate, biology, immortal, indigenous, antibiotic, mortgage

Ask students to identify the Greek and Latin roots in the words generate and biology and what they mean. (gen—“birth”; bio—“life”)

Ask students to turn to a buddy and create oral sentences with the word immortal. Have them identify the Latin root and tell what it means.

Have students write the words indigenous, antibiotic, and mortgage in their word study notebooks. Have them underline the Greek and Latin roots and write a definition for each word.

Introduce Latin Roots ven/vent, junct, spir, sec/sect

Model

Write the Latin roots ven/vent, junct, spir, and sec/sect on the chalkboard and read them aloud. Tell students that these are all Latin roots. Write the meaning of each element on the chalkboard: “come” (ven/vent), “join” (junct), “breathe” (spir), and “cut.” (sec/sect)

Explain that knowing the meanings of these elements will help students understand the definitions of words. Write the word convene on the chalkboard. Say: The roots ven and vent mean “come,” and the prefix con- means “with” or “together,” so convene means “come together.”

Next, write the word junction on the chalkboard. Say: The root junct means “join” and the suffix -ion means “condition” or “state,” so junction means “the state of being joined” or “union.” We often use it to mean a place or point where two or more things are joined, such as the intersection of two streets.

Remind students that they can use these roots to help them figure out the meanings of unfamiliar words.

Guide

Write the words respire and dissect on the chalkboard. Ask students to identify the Latin root in each word and use the meaning of the root together with the meaning of the prefixes to define the words. If necessary, prompt students that the prefix dis- means “apart.”

Discuss the meanings of the words. Ask students to use what they know about Latin roots to define the words.
Apply

Have students write sentences using the words *convene, junction, and dissect* in their word study notebooks. Have them exchange sentences with a partner and check each other's work to make sure they have used the words correctly.

Spelling Words with Latin Roots

Unit Spelling Words: prevent, juncture, transpire, intersect, invention, disjunction, inspiration, section

Write these words on the chalkboard and say them aloud: *prevent, juncture, transpire, intersect.*

Point out to students that because they know the Latin roots *vent, junct, spir,* and *sec/sect,* they already know how to spell a part of each of these words.

Use slash marks to divide the words on the chalkboard: *pre/vent, junc/ture, tran/spire, inter/sect.* Ask students if they recognize any other parts of the words. Explain to students that dividing the words into chunks can help them spell longer words.

Write the words *invention, disjunction, inspiration,* and *section* on the chalkboard and read them aloud. Ask volunteers to explain the meanings of the parts in each word and then define the word. If necessary, prompt them with the meanings of the suffixes.

Ask volunteers to come up to the chalkboard and underline the Latin root in each word and to rewrite the words by syllable: *in/ven/tion, dis/junc/tion, in/spir/a/tion, sec/tion.*

Have students copy the unit spelling words in their word study notebooks. Ask them to circle the roots in each word. Then have them work with a buddy to say oral sentences that use the words.

Assessment Tip

Notice which students have difficulty identifying the Latin roots. Have students create a chart in their word study notebooks that shows the meaning of each Latin root and lists the spelling words under the appropriate root.

<table>
<thead>
<tr>
<th>ven/vent (&quot;come&quot;)</th>
<th>junct (&quot;join&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>convention prevent</td>
<td>juncture disjunction</td>
</tr>
<tr>
<td>spir (&quot;breathe&quot;)</td>
<td>sec/sect (&quot;cut&quot;)</td>
</tr>
<tr>
<td>inspiration transpire</td>
<td>section intersect</td>
</tr>
</tbody>
</table>

Providing Support

Some of the spelling words have connotative meanings. For example, the word *inspire* literally means "breathe in," but we use the word to mean "fill someone with an emotion or an idea," such as inspiring someone with a positive attitude. *Transpire* literally means "breathe across," but it is often used to mean "happen" or "take place." The prefix *pre-* means "before" or "be ready"; *prevent* means "keep something from happening."

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

Blind Meaning Sort

<table>
<thead>
<tr>
<th>come</th>
<th>join</th>
</tr>
</thead>
<tbody>
<tr>
<td>circumvent</td>
<td>junction</td>
</tr>
<tr>
<td>intervene</td>
<td>adjunct</td>
</tr>
<tr>
<td>avenue</td>
<td></td>
</tr>
<tr>
<td>adventure</td>
<td></td>
</tr>
<tr>
<td>breathe</td>
<td>cut</td>
</tr>
<tr>
<td>aspire</td>
<td></td>
</tr>
<tr>
<td>perspire</td>
<td></td>
</tr>
<tr>
<td>aspiration</td>
<td></td>
</tr>
<tr>
<td>expire</td>
<td></td>
</tr>
<tr>
<td>intersection</td>
<td></td>
</tr>
<tr>
<td>section</td>
<td></td>
</tr>
<tr>
<td>sectarian</td>
<td></td>
</tr>
<tr>
<td>sect</td>
<td></td>
</tr>
<tr>
<td>sect</td>
<td></td>
</tr>
<tr>
<td>intersect</td>
<td></td>
</tr>
</tbody>
</table>

Review Latin Roots ven/vent, junct, spir, sec/sect

Write the Latin roots on the chalkboard: ven/vent, junct, spir, sec/sect.

Ask students what each of the roots means. Ask volunteers to name words that have these roots. Then ask them to define the words.

Blind Meaning Sort

Teacher Word Cards: same as BLM 3

Give students the category cards from BLM 2: come, join, breathe, cut.

Explain to students that as you read each word, they should hold up the category card they think the word belongs under. Hold up the word card intersect and model what you want students to do. Say: I can hear the Latin root sect in the word intersect. The root sect means “cut.” I’m going to hold up the category card cut.

Read each word card from BLM 3. If students are having difficulty, refer to the anchor poster to review the meanings of the Latin roots.

Sound Sort

<table>
<thead>
<tr>
<th>Two Syllables</th>
<th>Three Syllables</th>
<th>Four or More Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>convene</td>
<td>conjunction</td>
<td>conspiracy</td>
</tr>
<tr>
<td>dissect</td>
<td>dissection</td>
<td>conversation</td>
</tr>
<tr>
<td>insect</td>
<td>injunction</td>
<td>dispirited</td>
</tr>
<tr>
<td>inspire</td>
<td>inspiration</td>
<td>inspiration</td>
</tr>
<tr>
<td>invent</td>
<td>revenue</td>
<td>respiratory</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.
Common Features Sort

Teacher Word Card: perspiration
Teacher Category Cards: ven/vent, junct, spir, sec/sect

Explain that today’s sort will focus on the Latin roots. Model identifying the root in words. Hold up the word card for perspiration and read it aloud.

Think aloud: Looking closely at this word, I can see the Latin root spir in the middle of the word. The root spir means “breathe.” I think about how this relates to the meaning of perspiration. Sometimes the meanings of the words and the relationship between the meaning of the root is not clear. But when I check the dictionary, I learn that in the 1600s, the word originally meant “breathing through” when referring to sweating. This word card needs to be placed under the Latin root spir.

Give students the category cards from BLM 2 and the word cards from BLM 5. Have them sort the words according to their roots. When students are finished, ask them to compare the way they sorted the words. Encourage them to use the dictionary to find out more about the relationship of the meaning of the words to their roots.

Spelling. Ask students to write the roots as headings and create a chart in their word study notebooks. Ask them to sort the spelling words according to their Latin roots.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze by choosing the word with the correct Latin root that makes the most sense in each sentence.

Assessment Tip
Use results from the completed BLM 7 to assess students’ understanding of the words and if they are able to spell the longer words correctly.

To give students spelling practice, you may do a teacher-directed sound sort, having students sort words by the number of syllables and writing the words in categories in their word study notebooks.

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.
Word Hunt

Tell students that they are going to read a passage and hunt for words with the Latin roots they’ve been studying: ven/vent, junct, spir, and sec/sect. Give them a copy of the passage on BLM 9.

Read the first three sentences of the passage aloud and model finding and circling a word with a Latin root. Ask students to complete the rest of the word hunt on their own.

After they have completed the word hunt, ask students to share the words they found. Ask students how they figured out the meanings of words they didn’t know.

Say: Did you use the meaning of the Latin root? Did you use the context of the sentence?

Challenge students to use words from the passage in oral sentences of their own.

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: generate, mortality, biological.

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

Dictate the following sentence and have students write it on their papers: Anna finds inspiration in the juncture of art and writing, otherwise known as graphic novels.

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 the Latin roots ven/vent, junct, spir, and sec/sect using the Quick-Check for Unit 26.

Suggestions for Independent Practice

Cartoon Drawings. Have students draw cartoons to show the definitions or etymologies for words in this unit. For example, for antiperspirant, a student could draw a sweating stick figure with an “X” over it. Encourage students to post their drawings so that others can guess which words they represent.

Crossword Puzzle. Give students a set of word cards and have them make crossword puzzles using those words. Ask them to write clues whose answers depend on the definitions of the words.

Spelling Practice. Have students write the following headings in their word study notebooks: One Syllable, Two Syllables, Three Syllables, Four or More Syllables. Give student pairs sets of word cards. Have one student read out the words from a set of cards while the other writes them in the chart in the appropriate column. Then have them switch roles.

Concentration. Give students a set of word cards; make sure there are an equal number of words with each Latin root (ven/vent, junct, spir, sec/sect). Have students turn the cards facedown and try to find pairs of words with the same Latin root.

Open Sort. Give pairs of students the word cards from BLM 5. Ask them to read each card. If there are any words that they do not know, have them look them up in the dictionary. Have students decide on a way to sort the words. They may sort by sounds, syllables, meanings, and so on. After students have finished, have them trade with another pair. Have students try to figure out the way the words are sorted.
Unit 26 Quick-Check:
Latin Roots ven/vent, junct, spir, and sec/sect

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

1. Yesterday we elected representatives to attend the __________ of middle schools.
   convention  conjunction  convene

2. Tony quickly realized there was a __________ between the stories he was hearing about the incident.
   injunction  disjuncture  dissect

3. In biology, we are studying the __________ system of plants.
   conspiracy  aspiration  respiratory

4. The restaurant is on the road that __________ with the highway.
   intersects  dissects  sectors

Apply
Directions: In the space below, list three to five words you know that have the Latin roots ven/vent, junct, spir, and sec/sect.

____________   ____________   ____________   ____________   ____________

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 “Come”</th>
<th>Words Related to “Join”</th>
<th>Words Related to “Breathe”</th>
<th>Words Related to “Cut”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Bank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aspire, intervene,</td>
<td>insect, injunction,</td>
<td>eventful, adjunct,</td>
<td>spirited, sectarian</td>
</tr>
</tbody>
</table>

Think and Write about Latin Roots ven/vent, junct, spir, sec/sect
Directions: In the space below, explain how understanding the Latin roots ven/vent, junct, spir, and sec/sect helps you as a reader, speller, and writer.

_____________________________________________________________________________