

Lesson Objectives

Day 1

Students will:

- Understand the meaning of the Latin roots **duc/duct** ("lead"), **flu** ("flow"), **ver/vert** ("turn")
- Identify the Latin roots **duc/duct**, **flu**, **ver/vert** in words
- Understand that identifying the Latin roots can help them spell and define words
- Read and write words with the Latin roots **duc/duct**, **flu**, **ver/vert**

Materials:

- Anchor Poster

Latin Roots
duc/duct, flu, ver/vert

duc/duct	lead
flu	flow
ver/vert	turn

The Latin root may be at the beginning of a word: **fluency**
The Latin root may be in the middle of a word: **introduce**
The Latin root may be at the end of a word: **deduct**

Use the Latin root to help figure out the meaning of a word.
For example:
Every quality of being fluent, or of flowing with language and/or ideas: **fluently** "flow best" "all things that move down" fluently "to flow down" or being easy to take away

Many of the words with the root **duc** drop the **c** and add **t** when the suffix can be added.
introduce = **int** + **duc** + **tion**
deduct = **de** + **duc** + **tion**

Many of the words with the root **ver** drop the **v** and add **t** when the suffix can be added.
invert = **in** + **ver** + **tion**
convert = **con** + **ver** + **tion**

Anchor Chart (BLM 1)

duc/duct	flu
ver/vert	lead
flow	turn

Category Cards (BLM 2)

abduct	diversion
affluence	education
conduct	induce
confluence	influence
conversation	introduce
convert	introduction
deduct	reduce
deduction	reduction

Word Cards (BLM 3)

Day 2

Students will:

- Explain in their own words what the meanings of the Latin roots **duc/duct**, **flu**, **ver/vert** are and how they can be used to help figure out the meanings of words
- Define words with Latin roots
- Sort words according to their roots
- Sort words according to their meanings
- Spell words with Latin roots

Materials:

- BLM 2: Category Cards
- BLMs 3-4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3, reverse

aqueduct	flush
avert	influx
divert	mellifluous
ductile	reproduce
educate	reverse
extrovert	subversive
fluency	universe
fluid	version

Word Cards (BLM 4)

conductor	revert
covert	superfluous
fluctuate	versus
flue	vertigo
fluent	viaduct
introvert	
inverse	
reflux	

Word Cards (BLM 5)

Forming Words with Latin Roots and Suffixes

Word with Latin Root	Suffix
abduct	-ness
flu	-ity
conclude	-ion
introduce	-ion

1. _____
2. _____
3. _____
4. _____
5. _____

Take-Home Activity (BLM 6)

Day 3

Students will:

- Sort words according to their meanings
- Spell words with Latin roots
- Explore the meaning of 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—lead, flow, turn
- Teacher Word Cards—same as BLM 5

Complete the Sentences

- May not _____ the quality of the assembly.
introduce induce introduce
- Some people can speak another language _____.
fluently fluently fluently
- Henry created a fluid _____ to detect toxins in water. He could help a scientist in his work.
invert invert invert
- Most people are _____ that food makes us lose weight.
conclude conclude conclude
- If you are _____, you'll be able to show off your wealth.
deduct deduct deduct

Classroom Activity (BLM 7)

Complete the Sentences

- The student showed a _____ for the project of _____.
deduction deduction deduction
- My father told me we were going to have a _____ night.
intense intense intense
- The health department of the _____ of the town wants _____ confidence affluence
- The audience wanted to think that their _____ of the song was the best.
intention intention intention
- The weekend brought _____ of excitement into the dorm.
introduce introduce introduce

Take-Home Activity (BLM 8)

Why Learn a Second Language?

Learning a second language is a part of almost every person's education in the world today. But why should students learn a second language in the first place, and why is it so important that we learn a second language? There are many reasons for learning a second language, and we will explore some of them in this passage.

One of the most important reasons for learning a second language is that it can help you communicate with people from other cultures. Learning a second language can help you understand the world around you better. It can also help you understand the people who live in other parts of the world.

Another reason for learning a second language is that it can help you get a better job. Many people are hired to work in jobs that require a second language. If you know a second language, you will have a better chance of getting a good job.

Finally, learning a second language can help you understand your own culture better. Through our country's history, an idea of people from around the world has formed. Learning a second language can help us discover more about our own history and the people who are our neighbors and friends.

Reading Passage (BLM 9)

Day 4

Students will:

- Identify words with Latin roots in the reading passage
- Use words with Latin roots in meaningful sentences

Materials:

- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Spelling Dictation

Review Words

- _____
- _____
- _____

New Words

- _____
- _____
- _____

Sentences

Spelling Dictation (BLM 10)

Spelling Peer Check

Word	Spelled by (if correct)	Correct Spelling
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____

Spelling Peer Check (BLM 11)

Additional Materials:

- Word Study Notebooks
- Pocket Chart
- Dictionaries (Days 1, 2)

Day 5

Students will:

- Spell words with Latin roots

Materials:

- Quick-Check Assessment



Day One

Supporting ELs

Note for Spanish-speaking students the following cognates of the spelling words: **introducir/introduce; el (la) conductor(a)/conductor; deducir/deduct; el flúido/fluent; fluctuar/fluctuate; la influencia/influence; inverso(a)/inverse; la diversión/diversion.**

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **fluctuate** on the chalkboard. Show how you divide the word into two syllables between the two consonants, **fluc/tu**, and between the two vowels **tu/ate**. Explain that you now have a closed syllable with a short vowel sound, one open syllable with a long vowel sound, and one with a silent **e** at the end, which also has a long vowel sound. Read each syllable and then blend the syllables together: **fluc/tu/ate: fluctuate**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Latin Roots scrib/script, cred, fac

Focus Words: prescription, credulous, facsimile

Write the focus words on the chalkboard and read the words aloud.

Call on volunteers to come up and underline the Latin root in each word. Then discuss the meaning of each root (**scrib**—"write"; **cred**—"believe"; **fac**—"make").

Have students use **prescription**, **credulous**, and **facsimile** in oral sentences and then write three sentences, one with each word, in their word study notebooks.

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

Model

Write *introduce*, *introduction*, *fluid*, *reverse*, and *vertigo* on the chalkboard. Read the words aloud and explain that they contain Latin roots that will help students figure out the meanings of many words.

Underline the roots **duc** and **duct** in **introduce** and **introduction**. **Say:** *This root means "lead." Introduce means "to lead in." When you've made an introduction between people you have "led one person to another."*

Underline the roots **ver** and **vert** in **reverse** and **vertigo**. **Say:** *This root means "turn." Reverse means "turn back." Vertigo refers to a feeling of one's head turning, in other words, "dizziness."*

Underline the root **flu** in **fluid**. **Say:** *This root means "flow." Fluid describes something that can flow.*

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 each Latin root, **duc/duct**, **flu**, and **ver/vert**.

Discuss the definitions of the words on the chalkboard. Ask students to use what they know about the meanings of the roots and other parts of the words. Reinforce the idea that looking at word parts can help students understand a word's meaning. For example, in the word **extrovert** they can see the prefix **ex-**, meaning "outside." **Extrovert** refers to someone who "turns out," or who is interested in others.

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Apply

Have students add the words from the word webs, as well as others they come up with on their own, to their word study notebooks. Have them define each word and check their definitions in a dictionary. Encourage them to use each word in a sentence.

Spelling Words with Latin Roots

Unit Spelling Words: conductor, fluent, inverse, introduce, deduct, fluctuate, influence, diversion

Write these words on the chalkboard: *conductor, fluent, inverse*.

Underline the Latin roots **duct**, **flu**, and **ver**, and point out that students already know how to spell a part of each of these words because they have learned the Latin roots.

Rewrite the words in syllabic form: *con/duc/tor, flu/ent, in/verse* to show students that there are other parts of the words that may be familiar to them. **Say:** *In these words, you likely already know the prefixes **con-** and **in-** in **conductor** and **inverse**, and the suffixes **-or** and **-ent** in **conductor** and **fluent**.*

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

Ask students to use what they know about the roots to figure out the meaning of each spelling word, and then check the meanings in the dictionary. Ask volunteers to use a spelling word in an oral sentence.

Have students copy the spelling words into their word study notebooks. Have partners check each other's spellings.

Assessment Tip

Notice which students are having difficulty pronouncing the words. Pair proficient spellers with students who are having difficulty to practice pronunciation and spelling. Have the students work together to divide the words into syllables and say the words slowly, syllable by syllable. Encourage students to write sentences with the spelling words.

Providing Support

Note that the word **conduct** is a homograph and is pronounced differently depending on whether it is used as a noun, **conduct**, or a verb, **conduct**. Explain that the noun is pronounced with the accent on the first syllable, as in, **He was proud of his conduct at the theater**. The verb is pronounced with the accent on the second syllable, as in, **She was able to conduct us to the correct path**. The word **conductor** is a noun and is pronounced with the accent on the second syllable, **conductor**.

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

Pattern Sort

duc/duct	flu	ver/vert
abduct conduct deduct deduction education induce introduce introduction reduce reduction	affluence confluence influence	convert conversation diversion

Meaning Sort

lead	flow	turn
aqueduct ductile educate reproduce	fluency fluid flush influx mellifluous	avert divert extrovert reverse subversive universe version

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 Latin Roots duc/duct, flu, ver/vert

Write the words *reduce*, *fluency*, *conversation*, and *universe* on the chalkboard. Ask students to turn to a buddy and take turns identifying the Latin root in each word. Have them tell what each root means and how that can help them figure out the definition of the words.

Encourage students to add the words to their word study notebooks along with a sentence for each.

Pattern Sort

Teacher Word Cards: same as BLM 3

Teacher Category Cards: duc/duct, flu, ver/vert

Explain to students that they are going to sort words into categories by their roots. Place the word card **deduction** in the pocket chart.

Think aloud: *Deduction has the root duc. So deduction goes in the category duc/duct.*

Have students help you place the remaining cards into the appropriate categories. Have them describe the meaning of the word and root as they sort them.

Meaning Sort

Teacher Word Card: reverse

Teacher Category Cards: lead, flow, turn

Place the category cards in a pocket chart. Model how to identify the root of each word and then sort the word according to the meaning of the root.

Hold up the word **reverse** and read it aloud slowly. **Think aloud:** *In the second syllable of the word, I hear the root ver. I know that ver means "turn" so I will place it in that category.*

Encourage students to define each word, using the root as a guide. **Think aloud:** *This word's meaning must have something to do with turning, and because the word begins with re, I think it describes a turning back.*

Give students the category cards from BLM 2 and the word cards from BLM 4. Have them work in pairs to complete the sort. Ask them to discuss the meaning of each word as they place it in a category.

After they have completed the sort, encourage students to look up the definitions of the words in a dictionary.

Spelling. Give students three words from the unit spelling words, one with each Latin root. Ask students to write sentences including the spelling words in their word study notebooks.

Blind Sort

Teacher Word Cards: same as BLM 5

Teacher Category Cards: lead, flow, turn

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.

Remind them that they sorted words yesterday according to the meaning of each root. Tell students that you will call out one word at a time and they will write the word in the appropriate category in their notebooks.

After you have completed the blind sort, use the word cards to sort the words together. Have students check their spelling against the words in the pocket chart.

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 that when words and prefixes combine with Latin roots, the pronunciation can change. For example, the word **superfluous** is not pronounced superfluous, but **superfluous**. The words **confluence** and **influence** both have the accent on the first syllable, as in confluence.

Assessment Tip

Use students' completed BLM 7 to assess their understanding of the words and whether they are able to spell them correctly.

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.

Blind Sort

lead	flow	turn
conductor viaduct	fluctuate flue fluent reflux superfluous	covert introvert inverse revert versus vertigo

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

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 the Latin roots **duc/duct**, **flu**, and **ver/vert**.

Why Learn a Second Language?

Learning a second language is a part of almost everyone's **education** in the United States. But **producing** unfamiliar sounds in another language can be difficult, and trying to have a **conversation** can seem downright impossible. Even simple **introductions** can be misunderstood if you don't listen carefully to the other person. Considering the difficulties of mastering a new language, you may wonder if it's even worth the effort. *What will I ever use it for?* you may ask.

The fact is that language learning is beneficial to us for many reasons.

For one thing, studies suggest that acquiring a second language helps in brain development. Particularly for children under the age of 12, learning a second language can help the brain make new connections and store information effectively. When the brain is used for complex thinking, it actually grows bigger. So, using your noggin to **deduce** the meaning of unknown words can potentially **influence** how smart you are.

Many people are happily surprised to find how useful a second language can be when they do business or travel. Some savvy people even use their **fluency** to advance their careers and open up opportunities internationally. The ability to **conduct** business in a widely spoken language such as Spanish, French, or Chinese is a very marketable skill when it comes time to find a job.

Finally, learning another language can help you understand our multi-cultural society. Throughout our country's history, an **influx** of people from around the world has formed who we are as Americans. Learning a second language can help us discover more about our rich heritage and the people who are our neighbors and friends.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with the Latin roots **duc/duct**, **flu**, and **ver/vert**.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they are going to read the passage and hunt for words that have the Latin roots **duc/duct**, **flu**, and **ver/vert**.

Read a few lines of the passage aloud and model finding and underlining words that include one of these Latin roots. Ask students to complete the rest of the word hunt on their own.

After students have completed the word hunt, have them share the words they found. Ask them to define the words in their own words.

Ask students to make a list of the words in one column in their word study notebooks. Then, on the same line as each word, have them add other forms of that word, for example: **education—educate, educated, educating**.

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: **prescribe, credence, artifact**.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: **conductor, diversion, influence**.

Dictate the following sentence and have students write it on their papers:

The doorman, fluent in French, was able to introduce me to the person who found and returned my lost wallet.

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 **duc/duct, flu, and ver/vert** using the Quick-Check for Unit 24.

Suggestions for Independent Practice

Alphabetize. Give students a set of word cards and time them to see how quickly they can alphabetize the words. After they have finished, ask them to write the words in their word study notebooks.

Jeopardy. Give two groups of students a set of word cards each. Ask them to write clues for each word, beginning each clue with the phrase **A word that means . . .** Have each group take turns reading their clues. When the guessing group correctly identifies a word in the form of the question **What is [word]?** it receives a point.

Draw the Etymology. Have students create drawings that show the etymology, or origin, of words from the unit. For example, for the word **subversive**, a student may draw a series that indicates the prefix **sub-**, or "under," and the root **ver**, or "turn," and the suffix **-ive**, meaning "tending toward." Students may use an online dictionary to check etymologies of the words.

Brainstorm. Give students all the word cards from this unit. Have them work individually or in pairs to brainstorm additional words with the Latin roots **duc/duct, flu, and ver/vert**. Encourage students to define the additional words and use them in oral or written sentences. Tell them they may use the dictionary to check spellings and definitions. Have them write their words on blank word cards.

Unit 24 Quick-Check: Latin Roots duc/duct, flu, ver/vert

Answer Questions

Directions: Choose the correct word to complete each sentence.

1. The changing weather is causing my mood to _____ wildly.
fluctuate influx flush
2. We are trying to _____ the garbage at our school by composting our lunch leftovers.
induce deduct reduce
3. His _____ of the story is much different from hers.
diversion convert version
4. Ms. Johnson asked Callie to get rid of the _____ words in her essay.
fluency fluid superfluous

Apply

Directions: In the space below, list three to five words you know that have the Latin roots **duc/duct, flu, and ver/vert**.

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

Words Related to "Lead"	Words Related to "Flow"	Words Related to "Turn"	Word Bank
conduct deduction abduct	affluence flue	reverse convert versus	affluence, conduct, reverse, deduction, flue, convert, versus, abduct

Think and Write about Latin Roots duc/duct, flu, ver/vert

Directions: In the space below, explain how understanding Latin roots **duc/duct, flu, ver/vert** helps you as a reader, speller, and writer.

Answer Key Unit 24 Quick-Check

Answer Key BLM 6

1. deduction
2. diversion
3. fluent
4. version
5. conductor
6. conduction
7. educator
8. education

Answer Key BLM 7

1. introduce
2. fluently
3. diversion
4. reduce
5. affluent
6. convert

Answer Key BLM 8

1. deduction
2. conversation
3. confluence
4. version
5. influx
6. conduct

Unit 24 Quick-Check: Latin Roots duc/duct, flu, ver/vert

Answer Questions

Directions: Choose the correct word to complete each sentence.

1. The changing weather is causing my mood to _____ wildly.
 fluctuate influx flush

2. We are trying to _____ the garbage at our school by composting our lunch leftovers.
 induce deduct reduce

3. His _____ of the story is much different from hers.
 diversion convert version

4. Ms. Johnson asked Callie to get rid of the _____ words in her essay.
 fluency fluid superfluous

Apply

Directions: In the space below, list three to five words you know that have the Latin roots **duc/duct, flu,** and **ver/vert.**

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

Words Related to "Lead"	Words Related to "Flow"	Words Related to "Turn"	Word Bank affluence, conduct, reverse, deduction, flue, convert, versus, abduct

Think and Write about Latin Roots duc/duct, flu, ver/vert

Directions: In the space below, explain how understanding Latin roots **duc/duct, flu, ver/vert** helps you as a reader, speller, and writer.
