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## **Building Vocabulary— Level 7**

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (2 pages)
- Program Architecture** (7 pages)
- Lesson Plan** (12 pages)
- Meet the Word Parts Slides** (4 pages)

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LEVEL 7

**BUILDING**

**VOCABULARY**

**from Word Roots**

**TEACHER'S GUIDE**



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# OVERVIEW

Level 7 of *Building Vocabulary from Word Roots* builds on students' knowledge about how words work. In early levels of the program, they learned how to use word families (or phonograms or rimes) to decode. They also learned simple prefixes, bases, and suffixes. In Level 5, they learned how to “divide and conquer” longer words to find these roots and determine word meanings.

By the end of Level 7, students will have learned several important Greek and Latin prefixes and suffixes. In addition, they will have learned Latin and Greek bases that provide the core meaning of hundreds of academic words that appear in school texts and on standardized tests.

Below is an example of a **Meet the Root Slide** that accompanies the lesson for the Latin base *tang*, *tact*. During Meet the Root, students are introduced to the root with visual representations. This helps provide context for the base with known prefixes to enable students to successfully complete the Divide and Conquer lesson. The additional activity pages build on student understanding of the root, asking students to apply this newly learned knowledge in context. The Digital Games allow students to practice the newly learned skills of dividing and conquering words. To access the games, see the QR code on page 11, or visit [www.tcmpub.com/bv-games](http://www.tcmpub.com/bv-games).



**UNIT 2** Name: \_\_\_\_\_ Date: \_\_\_\_\_

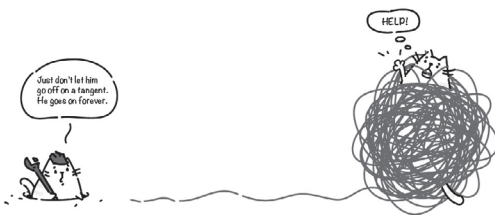
**Meet the Root**

Lesson 6: Base *tang, tact* = “touch”

**Directions:** Turn to your partner, and talk about the meaning of “touch” in each of these words. Fill in the blank spokes with two other *tang, tact* words.

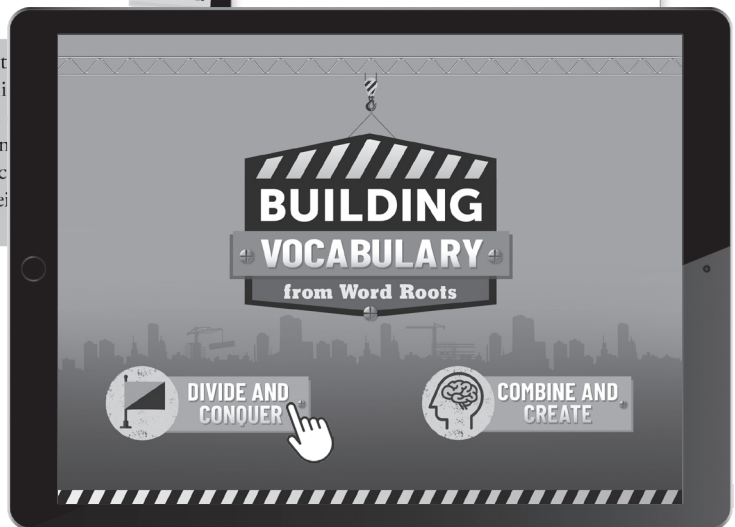
## Did You Know?

Have you ever been told you are “going off on a tangent” and you wonder what that expression has to do with “touching”? In geometry, a line that touches a circle at one point on its circumference is a *tangent* (a “touching” line). Because the line of the tangent touches the circle at only one point, it moves farther and farther away from its contact with the circle. When people “go off on a tangent,” they wander and lose touch with the original topic.



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11836—Building Vocabulary: Meet the Root Slides



## OVERVIEW *(cont.)*

Each level of *Building Vocabulary from Word Roots* contains a diagnostic **pre-test** and **post-test** that focus on some roots addressed at that level. The pre-test will help determine how to differentiate instruction: who needs to be challenged, for example, as well as who needs extra support. Using the post-test will provide some information on the extent to which students have learned the new roots.

Unit 1 presents three Latin and two Greek prefixes that students will encounter regularly. Students consider how prefixes build meaning when added to bases. This unit also reviews the strategy of “divide and conquer” (word dissection). “Divide and conquer” shows students how to unlock a word’s meaning by identifying its prefix and base. For example, the word *extract* consists of the directional prefix *ex-* (= “out”) and the base word *tract* (= “pull, draw, drag”). Combining these two roots (prefix + base), we learn that to extract something is to “pull” it “out.”

Unit 2 introduces five Latin bases that appear in a great deal of academic vocabulary. Lessons build on the concept of the base as a semantic unit that provides a word’s core meaning. Each base has two or more forms. By learning all forms of each base, students can “flex” words that are related in meaning. The bases in this unit combine frequently with Latin prefixes.

Unit 3 continues the focus on bases by presenting five sets of paired Latin bases.

Unit 4 introduces students to “parallel” Latin and Greek bases, i.e., two bases, one Latin and one Greek, with the same English meaning. These parallel bases produce general academic vocabulary as well as specific content-area vocabulary.

Unit 5 introduces students to three sets of Latin suffixes. Students learn suffixes in meaningful phrases (not by memorizing dictionary definitions). They also learn that attaching suffixes to the same base or base word yields a wide range of vocabulary and different parts of speech.

By the end of Level 7, students will have learned several important Greek and Latin prefixes and suffixes. In addition, they will have learned dozens of Latin and Greek bases that provide the core meaning of hundreds of academic words that appear in school texts and on standardized tests.

If students are new to *Building Vocabulary*, start with **Introductory Activities** on the Digital Resources to give them experience with some basic concepts.

Words themselves are interesting, and the ultimate goal is to create lifelong word lovers. To that end, **Meet the Root Slides** include **Did You Know?** anecdotes. These are short explanations or stories about selected word origins. This feature will stimulate interest while implicitly teaching an important principle: English words have a discernible logic because their meanings are historically grounded.

For additional support, please refer to the professional development book *Building Vocabulary with Greek and Latin Roots, 2nd edition*. In this book, you will find additional information about how roots “work,” as well as classroom-tested instructional strategies, suggestions for assessment, ways to use a dictionary more effectively—and more!

## OVERVIEW *(cont.)*

### The Vocabulary of Vocabulary

The vocabulary of vocabulary can be confusing. This list shows how various terms interrelate and which are used in *Building Vocabulary*. (**Note:** Some educators use the terms *base* and *root* interchangeably.)

- affix: any word root that attaches to the beginning or end of a word; an umbrella term for *prefixes* and *suffixes*
- base: a root that carries the basic meaning of a word; a base may be a word part (the base *duct* in *ductile*, *conduct*, *conduction*, etc.) or a stand-alone word (e.g., *duct*)
- base word: a stand-alone word (i.e., a dictionary entry) to which affixes may be attached (e.g., *view*: *review*, *preview*, *interview*, *viewer*)
- inflectional ending: an ending attached to a word (e.g., *walk-walking-walks-walked*)
- prefix: a root attached to the beginning of a word; generally, a prefix gives a word direction, negates a word with the meaning “not,” or intensifies a word’s meaning by adding the notion of “very”
- root: any word part that carries meaning; an umbrella term for *prefix*, *base*, and *suffix*
- suffix: a root attached to the end of a word; generally, a suffix changes a word’s meaning and/or part of speech (e.g., *conductor*, *conduction*, *deductible*)

### What Is Assimilation?

Some Latin prefixes occasionally change spelling. If a prefix ending in a consonant (such as *con-* and *in-*) attaches to a base beginning with a consonant, the final letter of the prefix may change to make the word easier to pronounce. This is called assimilation. For example: in (not) + legal = illegal (not “inlegal”); con (with, together); + pose (put) = compose (not “conpose”).

When a prefix assimilates to match the base, there is a doubling of the consonant near the beginning of the word. For example, the word *collect* contains a double *l* near the beginning of the word. Divide between the double consonant, and recognize the assimilated prefix *con-*. The word *collect* was originally formed as “conlect” (*con-* = “with, together”; *lect* = “pick, choose”).

A prefix ending in the consonant *n* may assimilate the final *n* into an *m* if the base begins with *b* or *p*. Words such as *combine* (from *con-bine*: to “double together”) and *imbibe* (from *in-bibe*: to “drink in”) soften the nasal sound of the letter *n* into *m* when a *b* or *p* follows. Thus, students learn to identify words beginning with *im-* and *com-* as containing the Latin prefix *in-* or *con-*.

The Latin prefix *ob-* (up against, in the way) ends in the consonant *b*. Although this prefix assimilates into many spellings, they are recognizable. When this prefix can be easily pronounced with the base that follows, it retains its spelling as *ob-* (e.g., *obstruct*). When *ob-* assimilates, the final *b* of the prefix consistently changes into the first consonant of the base. The result is a doubling of the consonant after the initial *o*. To “divide and conquer,” divide between the doubled consonants and translate the prefix into *ob-*. With practice, students will recognize that most English words beginning with *opp-*, *off-*, and *occ-* contain assimilated *ob-* (e.g., *oppose*, *offer*). Note: The prefix *a-*, *ab-*, *abs-* (away, from) does not assimilate. The prefix *dis-*, *di-* assimilates into *dif-* only when the base begins with *f* (e.g., *differ*, *difficult*). Likewise, the prefix *ex-*, *e-* assimilates into *ef-* when the base begins with *f* (e.g., *effect*, *effort*).

# IMPLEMENTATION SUPPORTS

## Teacher's Guide

The following information describes the key features of the *Teacher's Guide*.

**Build Teacher Knowledge** and **Build Student Knowledge** provide concise, essential, and necessary information about the roots taught in the lesson. This should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

**Differentiation Strategies** provides options for additional support for specific student populations.



**Cognate Connections** are lists of Spanish cognates that share the root that is the focus of the lesson. This supports bilingual students in making connections to their home language.

**Spelling Matters** provides notes about root-related spelling issues, including how students can use roots knowledge to improve their spelling abilities.

**Definitions at a Glance** provides a list of the lesson's words and definitions. Complete lists are available on the Digital Resources.

**UNIT 1**

Perfecting Prefixes

LESSON 3

**LATIN DIRECTIONAL PREFIX**

*ob-, oc-, of-, op-* = "up against, in the way"

Perfecting Prefixes

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This information should be read prior to teaching, as instructional choices need to be made based on the information provided. **Notes** A Roots Chart is available on page 172 of the *Student Guided Practice Book*.

**Build Teacher Knowledge**

The Latin directional prefix *ob-, oc-, of-, op-* means "up against" or "in the way." Words beginning with this prefix express the idea of extremely close proximity, of one thing being "right up against" another or even "in the way of" something else.

The prefix *ob-* is found in familiar words:

- An *objection* is a statement "thrown/cast" "up against" something that has just been said. (*ject* = throw, cast)
- An *obstruction* is a blockage "built" "in the way" of something trying to move. (*struct* = build)
- A doctor places a patient under *observation* to "keep" a close watch right "up against" him or her. (*serv* = keep)
- When something is *obvious*, we can't miss it; it's "up against" the "way, path" of our vision or understanding. (*vi* = way, road, path)
- An *obligation* is a pressing duty that "leans" "up against" us with a sense of urgency. (*lig* = lean)

Words beginning with the assimilated forms of this prefix (*op-, of-, oc-*) have a doubled consonant following the initial *o*:

- Oppressive* heat "presses" "right up against" us and does not let us breathe. (*press* = press, crush)
- If an idea *occurs* to us, it suddenly "runs" "up against" our attention. (*cur* = run, go)
- We feel hurt and *offended* when people "strike" "up against" our feelings with rude comments. (*fund* = strike)

**Build Student Knowledge**

Three aspects of language are particularly important for students to understand:

- The same word can have **multiple meanings**, depending on its context. In sports, a team plays *offense* to win points. But in social settings, people take *offense* at rude remarks.
- Words can have **literal and figurative meanings**. An *obstacle* may refer to a literal, physical object "standing" "in the way" of something (e.g., an *obstacle course*). But people often overcome figurative *obstacles* in their life (e.g., an actor overcoming the *obstacle* of stage fright).
- A **suffix** can change the function (i.e., part of speech) and meaning of a word: *oppose* (verb), *opposition* (noun), *opponent* (noun), *opposite* (adjective).

Immersing students in words is an important part of building their academic vocabularies. Before completing the Meet the Root activity, begin a word wall for the week.

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**UNIT 1**

Perfecting Prefixes

LESSON 3

**LATIN DIRECTIONAL PREFIX**

*ob-, oc-, of-, op-* = "up against, in the way" (cont.)

Perfecting Prefixes

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**Differentiation Strategies**

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *ob-, oc-, of-, op-* words from the classroom word wall or *Student Guided Practice Book* activities. See the Bonus Pages on the Digital Resources for additional student activities for the unit. These exclusively digital options can be used to pre-teach or reteach a lesson or give students another chance to play with the unit's newly learned roots!

**Above-Level Support**

Use the poem in Read and Reason as a model. Have students work in pairs to create a poem using new *ob-, oc-, of-, op-* words. Display the poems.

**English Language Support**

Provide students with a list of words from this lesson. Ask them how these words relate to their own lives. Have them share with the group.

See **Cognate Connections** for Spanish words built with this prefix, and point out the similarities with English.

**Below-Level Support**

Read the directions to all activities for students. If necessary, show them how to get started by demonstrating how to complete each activity.

**Cognate Connections**

Spanish-English cognates to share with students: *objeto* (object); *objeción* (objection); *obligación* (obligation); *obligar* (obligate); *obligatorio* (obligatory); *ocuro* (obscure); *observar* (observe); *obsesión* (obsession); *obstáculo* (obstacle); *obstinado* (obstinate); *obstruir* (obstruct); *obstrucción* (obstruction); *obvio* (obvious); *ocupante* (occupant); *ocupar* (occupy); *ocupación* (occupation); *ocurrir* (occur); *ofender* (offend); *ofrecer* (offer); *ofrecimiento* (noun, offering); *oponente* (opponent); *oponer* (oppose); *oprimir* (oppress)

**Spelling Matters**

Sometimes when a prefix meets a base, it undergoes a spelling change to make the word easier to pronounce. The final consonant of the prefix changes or *assimilates* ("likens" itself "to") into the first consonant of the base. The result is a doubled consonant near the beginning of the word. For example:

- ob + fend = offend (not "obfend")
- ob + pose = oppose (not "obpose")

When students "divide and conquer" such words, they should divide between the doubled consonant to identify the prefix and base. (For more about assimilation, see page 8.)

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# IMPLEMENTATION SUPPORTS (cont.)

## Schedule

**DAY 1** On Day 1 **Meet the Root**, students are presented with a root, its meaning, and several words that present its meaning in different contexts. During the practice portions, students generate additional words that contain the root and write sentences that put the vocabulary in context.

**Meet the Root Slides** provide visual support to supplement instruction for each lesson.

**DAY 2** On Day 2 **Divide and Conquer**, students “conquer” words by “dividing” them into their word parts. Students then select the definition of each word from the provided word bank.

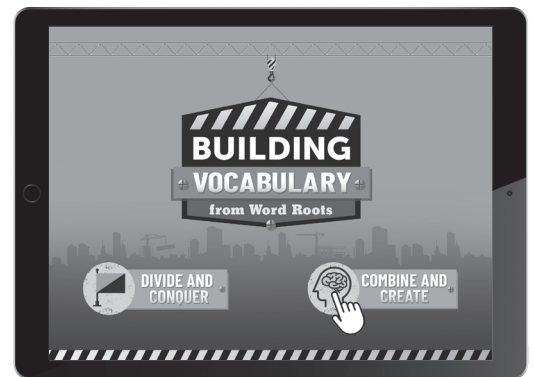
**DAY 3** On Day 3 **Read and Reason**, students read a variety of passages that use word roots in context and then answer questions about the root-based vocabulary.

**DAY 4** On Day 4 **Combine and Create**, students put prefixes, bases, and suffixes together to compose English words.

**DAY 5** On Day 5 **Extend and Explore**, students work individually, with partners, or in small groups to create applications for the new vocabulary.

**REVIEW** In the **Review: Cloze Text** section, students use a word bank with eight words from the lesson and the paragraph’s context to complete sentences. This activity can be used as an assessment or for additional practice.

\*At the end of the unit, students can visit [www.tcmpub.com/bv-games](http://www.tcmpub.com/bv-games) to practice combining or dividing the words and skills learned in the unit.



## How Should Vocabulary Be Taught?

New words are learned directly and indirectly (National Reading Panel 2000). Direct teaching of key words can be worthwhile, but research tells us that children can only learn 8 to 10 new words each week through direct instruction because learning requires repetition and multiple exposures (Stahl and Fairbanks 1986). Students will require frequent opportunities to use new words in oral and print contexts to learn them on a deep level (Blachowicz and Fisher 2014).

UNIT 1 Name \_\_\_\_\_ Date \_\_\_\_\_

**Read and Reason**

Directions: Read the passage, and underline the seven words beginning with the prefix *sym-*, *sym-*, or *ps-*. Write the words on the lines. Then, answer the questions. (Hint: Don't forget the title!)

**The Symbol of the Country**

When we pledge allegiance to the flag of the United States of America in clear and distinct syllables, what are we actually doing?

Are we pledging loyalty to a synthetic fabric made out of nylon, rayon, or polyester? Or are we pledging loyalty to the country for which it stands? The flag is the symbol of the country because, every time we see it, we think of the nation along with it. The flag symbolizes the entire country, its history, and all its people. A nation's flag is full of symbolism. It holds enormous symbolic value for everyone.

This is why we value the flag. This is also why many people do not sympathize with people who do damage to the flag. In their opinion, to burn or rip the flag is to insult and offend the very country it symbolizes.

\_\_\_\_\_

\_\_\_\_\_

Of the underlined words, which one:

- describes an object that represents something else?
- describes a cluster of letters pronounced together in a word?
- describes fabric put together from man-made materials?
- means to agree with and support someone else's feelings?

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UNIT 3 Name \_\_\_\_\_ Date \_\_\_\_\_

**Read and Reason**

Directions: Read the dialogue, underlining the five words built on the base *ben*, *ben*. Write the words on the lines. (Hint: Some words repeat. You will underline them all but write them once. One of the underlined words will be a two-word phrase.) Then, answer the questions using *good* or *well* in your answers.

**Marcus:** Did you go to the benefit last night? I didn't see you there. We got bonus points in math class if we volunteered to work—like clean up and stuff. The teacher said it would be beneficial to our grade if we took part.

**Drum:** I couldn't go, but I did help out by collecting money from donors. The teacher promised a lot of potential beneficiaries, and I got two more in the mail to make a donation. They made some real pledges.

**Marcus:** That's great! I am sure the teacher will give you bonus points as well. We might be helping a charity, but this benefits will benefit everyone—including us! That's very good news.

\_\_\_\_\_

\_\_\_\_\_

- What is the purpose of a benefit?
- What does a benefactor do?
- What is a donor?
- What two-word phrase in the above passage means "gracious, in good faith, sincere" indicating that someone is good for what she or he promises?

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UNIT 4 Name \_\_\_\_\_ Date \_\_\_\_\_

**Read and Reason**

Directions: Read the poem, and underline the six words built on the bases *sect* and *sect*. Write the words on the lines. Then, answer the questions.

**Care for a Slice?**

I would bisect my pizza to share it with you.  
But now, Billy's here. What am I to do?  
He really likes cheese. He'd never reject it.  
Just cut it in three. Go ahead and dissect it!  
One section for me, and another for you.  
But Billy's stuck. Slice it all the way through!  
I can bisect an angle. I can dissect a pie.  
But to dissect a frog? I'd rather just die!  
To study anatomy by means of dissection,  
Would make me pass out and drain my complexion!

\_\_\_\_\_

\_\_\_\_\_

Of the underlined words, which one means:

- to cut into two equal halves?
- to cut up a specimen and examine it?
- the structure of a body or organism?
- the examination and analysis of a specimen?

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Yet, as Graves (2006) notes, just because there are many more words than we can teach doesn't mean that we shouldn't teach any of them. Some direct instruction is useful, especially for students in middle school and beyond who will need new vocabulary and concepts to learn content-area information. Moreover, students who learn the structural and semantic nature of words can master new words that are semantically connected. In this way, instruction becomes efficient and generative—by learning one root, students have clues to meaning for all the words that contain it.

Blachowicz et al. (2006) call for a “comprehensive, integrated, schoolwide” approach to vocabulary instruction, one that encompasses more than a “list of words to teach at the beginning of the week” (526). They urged teachers to make vocabulary a “core consideration” across grade levels and subjects, one that is based on a “common philosophy and shared practices” (527). Salient components of such a program focused on fostering “word consciousness,” the “intentional teaching of selected words,” and teaching “generative elements of words and word-learning strategies to build independence” (527). Blachowicz et al. (2006) emphasize the critical need for students to make “semantic connections among words,” connections students can verbalize. They further noted that research that focuses on teaching structural analysis or morphology has found this approach “generative in learning new words” (530). *Building Vocabulary from Word Roots* is based on these principles.

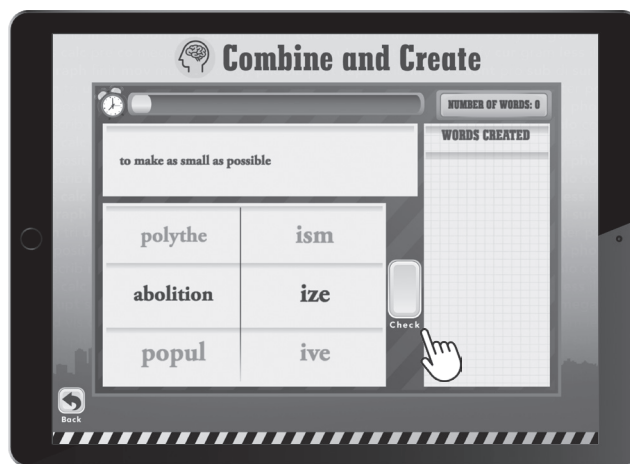
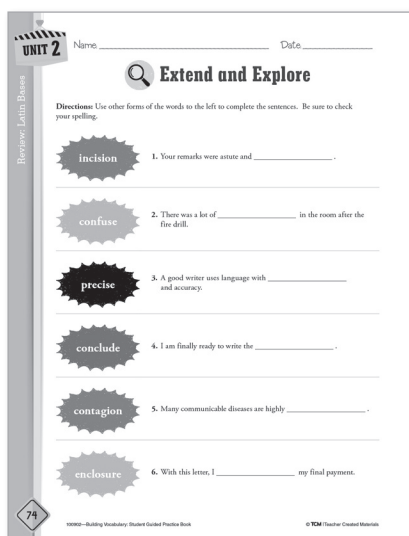
## How Should Vocabulary Be Taught? *(cont.)*

Related to this principle is another: **encourage wide reading**. The more students read, the better. Establish different purposes for reading—including pure pleasure—and urge students to choose texts at various levels of difficulty. Research shows that students learn more new words incidentally—when they appear while reading or listening—than they do through direct instruction (Lehr, Osborn, and Hiebert 2004).

Share your own love of words and invite students to share theirs. Everyone has a favorite text that moves them to laughter or tears. As these are read aloud to students, talk about the power of words. Invite students to do so as well. A good practice is to whet their appetites by sharing interesting word histories and then showing them how to explore the origins of words themselves. Focus on the Did You Know? on the Meet the Root Slides. If you post a list of websites or print resources, students can investigate for themselves. Encourage them to share what they discover with the class.

In other words, **make word learning and word play a priority in the classroom**. Provide regular opportunities for students to practice and discover words on their own and in the company of others. This is one of the key ideas behind *Building Vocabulary*. As students progress through the lesson for a week, they have dozens of opportunities to work with new word parts in a variety of ways.

*Building Vocabulary from Word Roots* gives students time to play word games or to create riddles, rhymes, and tongue twisters. Not only is this fun—it’s good instruction. Make time for students to play word games on their own or with others. Easily accessible word activities are available for students on the internet and in the Appendixes. At the end of each unit, allow time for students to play with words via the Digital Games. The Digital Games mirror the strategies learned in the lessons and provide an interactive space for students to practice combining and dividing the words learned in each unit.



BASE *fund, found, fus* = “pour, melt”

This information should be read prior to teaching, as instructional choices need to be made based on the information provided. **Note:** A Roots Chart is available on page 172 of the *Student Guided Practice Book*.

## Build Teacher Knowledge

This lesson’s Latin base, *fund, found, fus*, means “pour” or “melt.” The three forms are identical in meaning. This base generates many interesting words built on the literal and figurative ideas of melting, pouring, and flowing.

Some words built on *fund, found, fus* begin with the base itself:

- Construction workers “pour” a *foundation* of gravel or concrete to support a building.
- Artists *fuse* glass and “melt” it with colors and other materials. This process is called *fusion*.
- An industrial *foundry* “melts” metals and “pours” them into molds.
- To *fund* a venture is to “pour” money into it.

Many *fund, found, fus* words begin with directional prefixes:

- We *confuse* things when we “pour” them “together” without rhyme or reason. (*con-* = with, together)
- When we get a *refund*, money is paid or “poured” “back” to us. (*re-* = back, again)
- Restaurant buffets offer a *profuse* amount of food that keeps on “pouring” “forth” in abundance. (*pro-* = forth, forward)
- *Refuse* (garbage) was thrown away in ancient times by “pouring” it “back” from the houses in buckets into the streets.

Many Latin prefixes attach to the base *fund, found, fus* to generate technical and academic vocabulary:

- A *transfusion* is a “pouring” of blood as it “changes” from a container to a patient. (*trans-* = across, change)

- When we blush, our cheeks become *suffused* with blood that rushes or “pours” “up from under” our skin. (*sub-*, *suf-* = under, below)
- A *profound* thought has deep meaning, as if it were “pouring” “forth” from a deep well. (*pro-* = forth, forward, ahead)
- An *effusive* person is gushy, “pouring” “out” emotions and feelings. (*ex-*, *ef-* = out)

See **Definitions at a Glance** for quick explanations of every *fund, found, fus* word that appears in this lesson.

## Build Student Knowledge

Three aspects of language are particularly important for students to understand:

1. The same word can have **multiple meanings**, depending on its context. In architecture, a *foundation* provides support for a building. But in social studies, a *foundation* is an institution that supports things such as the arts, sciences, and public health.
2. Words can have **literal and figurative** meanings. A chef literally *infuses* garlic into olive oil by melting it while cooking. But an inspiring teacher can figuratively *infuse* a student with enthusiasm for the subject.
3. A **suffix** can change the function (i.e., part of speech) and meaning of a word: *confuse* (verb), *confusion* (noun).

Immersing students in words is an important part of building their academic vocabularies. Before completing the Meet the Root activity, begin a word wall for the week.

## Differentiation Strategies

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *fund, found, fus* words from the classroom word wall or *Student Guided Practice Book* activities. See the Bonus Pages on the Digital Resources for additional student activities for the unit. These exclusively digital options can be used to pre-teach or reteach a lesson or give students another chance to play with the unit’s newly learned roots!

## Above-Level Support

Have students use dictionaries to find and list more *fund, found, fus* words. Ask students to write short sentences using each new word and then share their findings with the class. (**Note:** This would be a good opportunity to teach students about “wildcard” search options.)

## English Language Support

The words in the Combine and Create activity have more than one meaning. Share examples for each word. If possible, find illustrations to help teach these words.

See **Cognate Connections** for Spanish words built on this base, and point out the similarities with English.

## Below-Level Support

As a small group, discuss the meanings of the four phrases in the Read and Reason activity. Discuss the base and how it means “pour” or “melt” in each situation.



## Cognate Connections

Spanish-English cognates to share with students: *confundir* (confuse, confound); *confusión* (confusion); *difuso* (diffuse); *efusivo* (effusive); *fundación* (foundation); *fundador* (founder); *fundición* (foundry); *fondo* (fund); *fondos* (funds); *fundamental* (fundamental); *fundamentalista* (fundamentalist); *fundamento* (fundament); *fusión* (fusion); *infundir* (infuse); *profundidad* (profundity); *profuso* (profuse); *profusión* (profusion); *transfusión* (transfusion); *transfundir* (transfuse)

## Spelling Matters

There are no spelling tips for the base *fund, found, fus*.



DAY 1

## Meet the Root

### Introduce

Write *fund, found, fus* on the board. Say, “This lesson’s focus is the Latin base *fund, found, fus*, which has two meanings: ‘pour’ and ‘melt.’ This base is used in many words you already know, but sometimes figuring out how the words mean ‘pour’ or ‘melt’ is tricky. We are going to analyze some *fund, found, fus* words you already know by interviewing each other.”

- Display **Meet the Root Slide 22**. Tell them that each interviewer has two minutes to ask their questions. Remind them that the meaning of “pour” or “melt” may be figurative or literal, and that they should try out both meanings to choose the one that makes the most sense in the context.
- When the interviews are over, ask students to explain “pour” or “melt” in each of the four words (*transfusion* = “changing” of a fluid as it “pours” “across” a container to a person; *confuse* = bewilder by “pouring” things “together” in a disorganized heap; *foundation* = layer of concrete or gravel “poured” to support a building; *refund* = money “poured” “back” to someone). Reinforce the concepts of “pour” or “melt” in their responses.

Return to **Meet the Root Slide 22**, and ask students which words are literal (*transfusion, foundation*) and which are figurative (*confusing, refund*). Discuss how some words can be both, depending on the context.

### Discuss

Now ask, “Which of these *fund, found, fus* words attach to prefixes?” (*transfusion, confusing, refund*) Remind them to use the Roots Chart on page 172 of the *Student Guided Practice Book*.

Display **Meet the Root Slide 23**, and have student pairs figure out which word fits each definition. (*profuse* = wordy or “pouring” “forward” [*pro-* = forward, ahead]; *refuse* = garbage or “pouring” “back” [*re-* = back, again]; *confounded* = confusing or “poured” “together” [*con-* = with, together]; *effusive* = “pouring” “out” with emotion [*e-* = out]; *diffuse* = “poured” “in different directions” [*diff-* = apart, in different directions])

### Apply

Display **Meet the Root Slide 24**. Point out that *foundation* can have both a literal and a figurative meaning depending on context. Have students explain the meaning of *foundation* by using context.

Tell students that words have an interesting and often surprising history. Read the Did You Know? on **Meet the Root Slide 25**, which gives the history of the phrase *cash flow*.

### Practice

Direct students to the Meet the Root activity on *Student Guided Practice Book* page 46.

- In pairs, have students figure out the meanings of “pour” or “melt” in *confusion, funds, foundation, transfusion*.
- After a few minutes, ask volunteers to explain how each of the words means “pour” or “melt.”

Point out the two blanks. Have students think of two other *fund, found, fus* words with the meaning of “melt.” Tell them to put one of the words in each blank and then write sentences for four of the words.



## Divide and Conquer

Direct students to the Divide and Conquer activity on page 47 in the *Student Guided Practice Book*.

Say, “Let’s ‘divide and conquer’ five new words with the base *fund, found, fus*. Let’s do the first word together. We will draw a slash between the prefix and the base. Next, let’s write the meaning of the prefix on the first line. Then, let’s write the meaning of the base on the second line.” Place emphasis on the meaning of the base.

Say, “I see a box titled ‘Prefix Bank,’ which is helpful because it includes the meanings of the prefixes. I also see an *X* on the ‘Prefix means’ line for two of the words, so that tells me there will not be a prefix. Thinking about the meanings of the base *fund, found, fus* and each prefix, we can decide which definition from the Definition Bank matches and put the letter in the box.” If necessary, use a short phrase with the words *pour* or *melt* to ensure that the definition makes sense.

Discussion of each new word is essential to expanding students’ vocabulary and knowledge of how English words work. As you guide students, use the questions below to generate discussion about each of the words:

- Where is the meaning of “pour, melt” in the word \_\_\_\_\_?
- Where might you see the word \_\_\_\_\_?
- Can you think of an example of \_\_\_\_\_?
- Does \_\_\_\_\_ have more than one meaning? If so, how are those meanings the same? How are they different?
- In what situations might you find or use the word \_\_\_\_\_?
- After discussing each word, invite students to find the correct definitions in the Definition Bank.

Have students complete the Make It Yours! section independently or in pairs on a separate sheet of paper.

### Answers

	Word	Prefix means	Base means	
1.	refund	again, back	pour, melt	A
2.	confounded	with, together	pour, melt	D
3.	foundry	X	pour, melt	E
4.	refuse	again, back	pour, melt	C
5.	fundamental	X	pour, melt	B

Guide students through pages 48–51 to complete the rest of this lesson. Read the directions at the top of each page.



### Read and Reason

This activity gives students practice reading *fund, found, fus* words in context. Encourage students to interpret the phrases both literally and figuratively.

#### Answers

foundations, foundation, foundational, fundamental, founding

Answers may include the following:

1. to pour an underlayment; to provide basic support for something
2. to establish a new government; to start from the bottom up and build a new government
3. basic beliefs on top of which people build higher ideas
4. the fathers who laid the foundation of American democracy



### Combine and Create

This activity gives students practice using context and recognizing the literal and figurative meanings of phrases.

#### Answers

- |               |               |
|---------------|---------------|
| 1. suffused   | 5. refuse     |
| 2. foundation | 6. profuse    |
| 3. profuse    | 7. foundation |
| 4. refuse     | 8. suffused   |



### Extend and Explore

This activity gives students practice with literal and figurative meanings.

#### Answers

- |      |       |
|------|-------|
| 1. D | 6. F  |
| 2. H | 7. A  |
| 3. B | 8. C  |
| 4. E | 9. J  |
| 5. G | 10. I |



### Cloze Text

#### Scoring Guide

7–8 blanks filled correctly: Outstanding  
 5–6 blanks filled correctly: Satisfactory  
 4 or fewer blanks filled correctly: Unsatisfactory

- |                |               |
|----------------|---------------|
| 1. foundation  | 5. profoundly |
| 2. fundamental | 6. infused    |
| 3. profound    | 7. refuse     |
| 4. confusion   | 8. confusing  |



## Definitions at a Glance

- confound:** to bewilder or confuse thoroughly (see **confuse**)
- confuse:** to throw into disorder; to “pour” things “together” chaotically with no arrangement (*con-* = with, together) (noun: **confusion**)
- diffuse:** “pouring” “in different directions” without focus; (applied to speaking or writing) rambling and wordy (*dis-*, *dif-* = apart, in different directions)
- effusive:** overly sentimental and gushy; openly “pouring” “out” one’s feelings (*ex-*, *ef-* = out)
- found:** to establish an institution or organization (see Read and Reason) (noun: **founder**)
- foundation:** the base of “poured” concrete or other material that supports a building; a standing institution that supports charitable or educational causes (see Read and Reason)
- foundry:** a factory that “melts” metals and “pours” them into molds
- fund:** to pay for or provide financial support; to “pour” money into something (see **Meet the Root Slide 25**) (noun: **funds** = money set aside for a specific purpose)
- fundamental:** basic and underlying, especially as a belief or principle (see Read and Reason) (noun: **fundamentalist** = one who believes in principles at a basic level)
- fuse:** to “melt” objects together with heat or by cooking (noun: **fusion**)
- infuse:** to inspire someone by instilling enthusiasm or ideas; (in cooking) to instill or “pour” an aroma or flavor “into” an ingredient (*in-* = in, on, into)
- profound:** deep in meaning or insight, as if “pouring” “forth” from a deep well (*pro-* = forth, forward, ahead) (noun: **profundity**)
- profuse:** generous and abundant, as if “pouring” “forth” from an endless source (*pro-* = forth, forward, ahead) (noun: **profusion**)
- refund:** to pay “back” money (see **Meet the Root Slide 25**) (noun: **refund**; adjectives: **refundable, nonrefundable**)
- refuse:** (verb, stressed on second syllable) to decline or reject something by (figuratively) “pouring” it “back” to the giver; (noun, stressed on first syllable) garbage or trash (*re-* = back, again) (noun: **refusal**)
- suffuse:** to overspread with a liquid or color, as if “pouring” “up from under” the surface (*sub-*, *suf-* = under, below) (adjective: **suffused**)
- transfusion:** a “pouring” of blood or other fluid as it is “changed” from a container into a patient (*trans-* = across, change) (verb: **transfuse**)

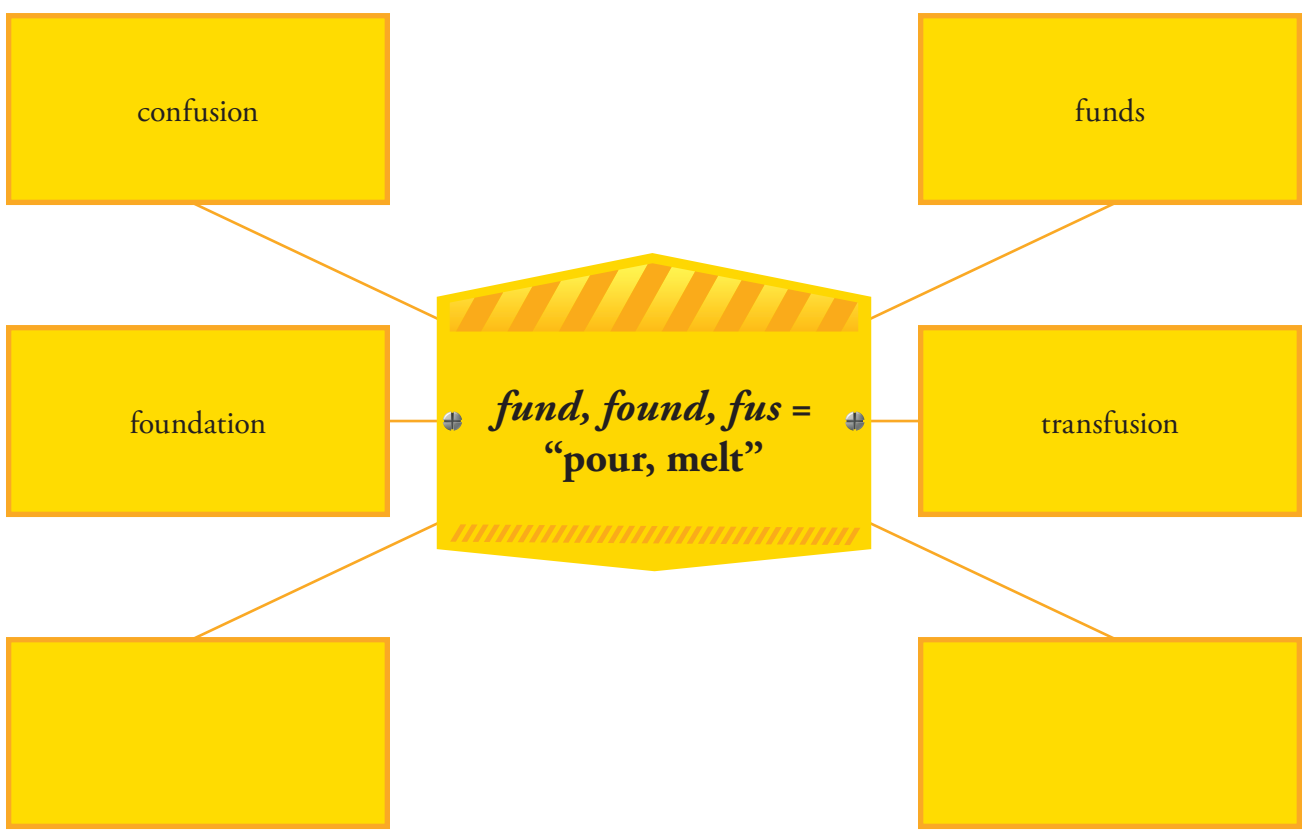
Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Meet the Root

**Directions:** Turn to your partner, and talk about the meaning of "pour, melt" in each of these words. Fill in the blank spokes with two other *fund*, *found*, *fus* words.



Write sentences for four of the words. Make sure that "pour, melt" is part of the meaning. Share your sentences with your classmates.

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# Divide and Conquer

**Directions:** Draw a slash after the prefix in each word. Write the meaning of the prefix in the first blank. (**Hint:** Use the Prefix Bank. An *X* means the word has no prefix.) In the second blank, write what the base means. Then, choose the best definition from the Definition Bank. Write the letter in the box.

**Prefix Bank**

*con-* = with, together                      *re-* = back, again

	Word	Prefix means	Base means	
1.	refund	_____	_____	<input type="text"/>
2.	confounded	_____	_____	<input type="text"/>
3.	f foundry	X	_____	<input type="text"/>
4.	refuse	_____	_____	<input type="text"/>
5.	fundamental	X	_____	<input type="text"/>

**Make It Yours!**

- Choose two words, and use both in the same sentence.
- Explain a situation in which you might receive a *refund*.
- If a jury is *confounded* by the evidence, is it likely they will reach a verdict? Explain why or why not.
- Name a *fundamental right* guaranteed by the U.S. Constitution. What does *fundamental* mean?

**Definition Bank**

- to pay back money
- basic and essential
- to decline or turn back an offer
- totally confused and unable to make sense
- a factory that melts metal into molds



# Read and Reason

**Directions:** Read the passage, and underline the five English words built on the base *fund*, *found*, *fus*. Write the words on the lines. Then, answer the questions. (**Hint:** A word in the title is used two times. You only need to write it one time.)

## The Roman Foundations of Building and the Foundations of Democracy

The Romans invented concrete. Before building a temple, they poured gravel to smooth the surface. Over this, they poured clay and limestone mixed with water. The rest of the building, including archways and domes, came on top of this foundation. The poured underlayment was foundational for the entire structure.

But a foundation is not just poured concrete. It can also be a figurative support, especially for people’s fundamental values and ideas. In American democracy, our founding fathers built a new government. They established it on the fundamental belief that all people are created equal.

\_\_\_\_\_

In your own words, describe what these phrases mean:

1. to lay a foundation: \_\_\_\_\_
2. to found a new government: \_\_\_\_\_
3. fundamental beliefs: \_\_\_\_\_
4. founding fathers: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**UNIT 2**



# Combine and Create

**Directions:** Complete each sentence with a word below. All words have a literal or figurative meaning based on “touch.”

foundation

profuse

refuse

suffused

1. We blush whenever our cheeks become \_\_\_\_\_ with blood.
2. Every builder needs to establish a firm \_\_\_\_\_ to support the entire structure.
3. The lavish buffet offered \_\_\_\_\_ amounts of chicken wings, pizza, and spaghetti.
4. My parents \_\_\_\_\_ to let me watch television on weeknights until my homework is done.
5. The \_\_\_\_\_ collectors have not come for two weeks now, and the garbage is piling up.
6. The politician issued a \_\_\_\_\_ apology to the voters after his offensive remarks had been recorded by a reporter.
7. The belief in the equality of all human beings lies at the \_\_\_\_\_ of every democracy.
8. After finishing his painting in black ink on a white background, the painter \_\_\_\_\_ the canvas with a pale blue wash to give it an underwater look.

Lesson 7: Base fund, found, fus = “pour, melt”



# Extend and Explore

**Directions:** Draw a line to match the phrase with context, or write the letter in the space between the columns. Every phrase includes a word based on *fund*, *found*, or *fus*.

Phrase
1. a profusion of desserts
2. refuse collectors
3. a diffuse lecture
4. a blood transfusion
5. a profound book
6. fundamental human rights
7. founding fathers
8. effusive displays of emotion
9. fused glass
10. refundable deposit

Context
A. Thomas Jefferson, George Washington, and Ben Franklin
B. The speaker was all over the place; he rambled on and on.
C. People were weeping and wailing.
D. Their buffet offers all-you-can-eat cakes, pies, ice cream, and cookies.
E. The patient required more blood for the operation.
F. life, liberty, and the pursuit of happiness
G. If you read this, it will change your life.
H. We pick up all your trash.
I. You can get your money back within days.
J. The artist specializes in colorful pendants and earrings.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Review: Cloze Text

Lesson 7: Base fund, found, fus = “pour, melt”

**Directions:** Fill in the blanks with the words below. Each word will be used once.

confusing	foundation	infused	profoundly
confusion	fundamental	profound	refuse

The belief that all human beings are created equal lies at the \_\_\_\_\_ of our democracy. We hold this belief as an essential, basic, and \_\_\_\_\_ truth. We exercise this deep and \_\_\_\_\_ belief every time we vote. One person, one vote! All citizens have equal power at the polls! Let there be no doubt or \_\_\_\_\_ on this point. We believe deeply and \_\_\_\_\_ that our vote counts, because we count! Every time we hold an election, we feel \_\_\_\_\_ with patriotism and pride in our country. We \_\_\_\_\_ to give up the vote! Even when ballots are long and \_\_\_\_\_, we do our civic duty and cast our votes for the candidates who will best represent us.

# Base *fund*, *found*, *fus*

## Interviewer 1

1. Describe what happens in a blood **transfusion**. How does *transfusion* mean “pour” or “melt”?
2. Too many things happening at once can be **confusing**. How does *confuse* mean “pour” or “melt”?

## Interviewer 2

1. What is the **foundation** of a building? How does *foundation* mean “pour” or “melt”?
2. What is a cash-back **refund**? How does *refund* mean “pour” or “melt”?



## Base *fund, found, fus*

Match each word with the correct definition. Remember that *fund, found, fus* means “pour” or “melt.”

confounded

effusive

profuse

diffuse

refuse

an apology in which many words are  
“poured” “forth”

garbage that “pours” “back” from  
houses into sewers

feeling “very” confused by many things  
“poured” “together”

expressing emotions that “pour” “out”

disorganized; scattered and “poured”  
“in different directions”



## Base *fund*, *found*, *fus*

The word *foundation* has many meanings. What does *foundation* mean in each of these contexts?

1. She donated money to the heart disease **foundation**.
2. The building's **foundation** easily withstood the storm.
3. A good education is the **foundation** of lifelong learning.
4. Some stores have a **foundations** department that sells undergarments.

# Did You Know?

What is cash flow? Have you ever noticed how money seems to “pour” through your fingers? This is why, in English, many words referring to money come from the Latin base *fund*. When we run out of *funds*, the money stops “pouring” in. Taxpayers *fund* public education by “pouring” money into schools. When we want our money back, we ask for a *refund*. Generous donors “pour money” into *foundations* to support charities. And the *founders* of institutions often “pour money” from their own pockets to promote causes they believe in.

