

CD Materials and Preparation

Optional pages:

- List 22 Spelling Words and List 22 Review
- Alternate Final Test List 22

Day 1

- Word Sort List 22
- *Absorbed Latin Prefixes*

Day 2

- *Word Study*
- *Word Meaning*

Day 3

- *Answer Sheet*

Day 4

- *Prefixes, Syllable Division, and Accents*

Day 1

A Closer Look

- ▶ The etymology of many words beginning with the prefix *con* indicates that the origin of the prefix is the Latin prefix *com*. The spelling of the prefix *con* is often not absorbed in a way that forms a double consonant feature.

Absorbed Latin Prefix *com*

- ▶ Remind the students that in the previous list they learned that Latin prefixes can be absorbed or taken in by a base word or word root that follows them, which changes the spelling of the prefix.
- ▶ Display *Absorbed Latin Prefixes* part A, revealing the word *combine*.

Explain definitions of unfamiliar words.

The word *combine* is formed from a Latin prefix and a word root. The prefix *com* means “together, with.” The word root refers to the number two.

What do you think *combine* means? *to join two or more things together*

Does the prefix affect the meaning of the word? *yes*

- ▶ Draw attention to the three remaining words. Read the words together.

Each of these words has been formed from a Latin prefix and word root. These words also once had the prefix *com*.

In which of these words does the spelling of the word root not affect the spelling of the prefix? *conceal*

Note that the letter *n* replaced *m* in this prefix.

What do you notice about the spelling of the other two words that helps you know that the word root absorbed the spelling of the prefix? *There is a double consonant.*

Pattern Words

combine
obstacle
collapse
oppose
conform
occur
conclude
offering
consider
occupy
commitment
correspond
obvious
conceal
companion
opponent
collide
corrode
occasion
collaborate

Review Words

attribute
irregular
immerse
accomplish
appetite

An absorbed Latin prefix is one that has been absorbed or taken in by the base word or word root to which it is added. The last letter of the absorbed prefix often changes to match the first letter of the base word or word root.

com + *lapse* = *collapse* *ob* + *casion* = *occasion* *ob* + *fering* = *offering*

The Latin prefix *com* can also be spelled *col*, *con*, or *cor*. It means “together, with.”

corrode

The Latin prefix *ob* can also be spelled *oc*, *of*, or *op*. It means “toward, against.”

oppose

Word Sort

Sort each Pattern Word by the spelling of its prefix.

Spellings for the prefix *com*

com

combine

commitment

companion

col

collapse

collide

collaborate

con

conform

conclude

consider

conceal

cor

correspond

corrode

Spellings for the prefix *ob*

ob

obstacle

obvious

oc

occur

occupy

occasion

of

offering

op

oppose

opponent

opponents



86 • List 22

Spelling 6

Absorbed Latin Prefix *ob*

- ▶ Reveal part B, revealing the word *obstacle*.

The prefix *ob* can mean “toward, against.” The word *obstacle* comes from Latin word parts that mean “to stand against.” Today the word means something that stands in the way or hinders progress.

- ▶ Draw attention to the three remaining words. Read the words together. Each of these words has been formed from a Latin prefix and word root. From what you have learned about absorbed prefixes, what do you think the original prefix was for all three words? *ob*
- ▶ Guide the students in identifying the spelling of the absorbed prefix in each of the words (*oc*, *of*, *op*).

What do you notice about the change in the spelling of the absorbed prefix? *The prefix has the first letter of the word root.*

Word Sort

- ▶ Instruct the students to turn to Worktext page 86.
- ▶ Display Word Sort List 22. Explain the Word Sort activity and discuss sorting each Pattern Word by the spelling of its prefix.
- ▶ Choose a student to read the first word.

Which prefix is used in the word *combine*? *com* How is it spelled? *com*

Word Study

Complete each list of additional spellings for these absorbed prefixes.

1. com: col, con, cor 2. ob: oc, of, op

Write the Pattern Word that is formed when each prefix is added to the base word or word root.

3. ob + cur = occur 5. ob + pose = oppose
4. com + sider = consider 6. com + panion = companion

Write the Pattern Word that is an antonym for each word.

7. begin conclude 10. unclear obvious
8. disloyalty commitment 11. reveal conceal
9. supporter opponent 12. divide combine

Write the Pattern Word that completes each sentence.

offering 13. Our church _____ is used in part to support several missionaries.

occasion 14. Matthew's family prepared a special dinner on the _____ of his birthday.

corrode 15. Some metals will _____ more quickly if they are exposed to moisture.

collide 16. Infielders watch out for other players so they will not _____ on the field.

companion 17. Savannah's new puppy became her constant _____.

conform 18. Liquids _____ to the shape of the container that holds them.

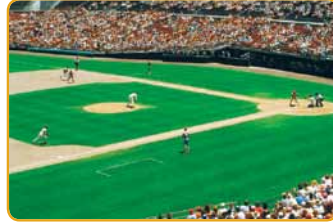
collapse 19. The earthquake caused one floor of the new hotel to _____.

obstacle 20. Selfishness is a big _____ to spiritual growth.

correspond 21. You can encourage your friends when you _____ with them regularly.

collaborate 22. Sometimes we complete our assignments individually, and sometimes we are allowed to _____ with a group of classmates.

occupy 23. School, sports, music, and meals _____ most of my waking hours.



Spelling 6

List 22 • 87

Under which heading would we write this word? under the Spellings for the prefix *com* heading *com*

- ▶ Direct the students to write *combine* under the correct heading as you write for display.
- ▶ Follow a similar procedure for the word *obstacle*.
- ▶ Choose a student to read the third word.

Which prefix is used in the word *collapse*—*com* or *ob*? *com* How is it spelled? *col*

Under which heading would we write this word? under the Spellings for the prefix *com* heading *col*

- ▶ Direct the students to write *collapse* under the correct heading as you write for display.
- ▶ Follow the same procedure with each word as you complete the Word Sort.

Pretest

- ▶ Follow the procedure for administering an optional self-assessment (page 7). The pretest may be administered before or after teaching this lesson.

oppose	occupy	correspond
combine	occur	conclude
obstacle	commitment	consider
offering	conform	collapse

Differentiated Instruction

Day 2

Word Study

- ▶ Display *Word Study*. Draw attention to the spellings for each suffix.

Which spelling of the prefix *com* should be used to spell the word *consider*? *con*

- ▶ Invite a student to write the word.

Did the prefix absorb or take in the first letter of the word root? *no*

The origin of the prefix *con* is the Latin prefix *com*. In words with this prefix, the spelling of the prefix is often not absorbed in a way that forms a double consonant.

- ▶ Follow a similar procedure for the remaining words, guiding the students in identifying the spelling of the absorbed prefix.

Review Words

- ▶ Direct a student to write for display: *attribute*, *irregular*, *immerse*, *accomplish*, *appetite*.
- ▶ Select another student to underline the absorbed prefix in each word.
- ▶ Choose a student to use each word in a sentence.

Word Meaning

- ▶ Display *Word Meaning* part A. Reveal the word bank and the first analogy.

Which Pattern Word would complete this analogy? *corrode*

- ▶ Direct a student to write the word for display.
- ▶ Follow a similar procedure for the second and third analogies.

- ▶ Reveal part B.

Which Pattern Word is an antonym or near antonym of the word *friend*? *opponent*

- ▶ Choose a student to write the word for display.
- ▶ Follow a similar procedure with the remaining words.
- ▶ Complete page 87.

Day 3

Practice Test

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.

1. collapse I will **collapse** the folding table and store it in the closet.
2. occupy Aunt Sofia will **occupy** the spare bedroom while she is here.
3. combine What vegetables did you **combine** to make soup?
4. occur A thunderstorm may **occur** before we get home.
5. correspond I **correspond** regularly with my grandparents by email.
6. obstacle Mom took a detour to avoid the **obstacle** in the road.
7. offering God accepted Abel's **offering** of the first-born sheep of his flock.
8. conform A Christian should want to **conform** to God's standards.
9. oppose Our team will **oppose** the Cougars next Saturday.
10. commitment My brother made a **commitment** to follow Christ.
11. consider Do you **consider** the consequences of your actions?
12. conclude We begin and **conclude** each school day with prayer.
13. opponent The Lord was with David when he defeated his **opponent** Goliath.
14. corrode Stainless steel is less likely to **corrode** than copper.
15. obvious The friendliest, fluffiest kitten was our **obvious** choice.
16. companion Kimberly's service dog is her constant **companion**.
17. occasion We attended the **occasion** honoring our military veterans.
18. conceal Our dog was able to **conceal** his bone by burying it in the backyard.
19. collaborate A traitor will **collaborate** with the enemy.
20. collide Did a meteorite **collide** with earth to create Meteor Crater?
21. appetite Henry satisfied his **appetite** with a turkey sandwich, a salad, and a banana.

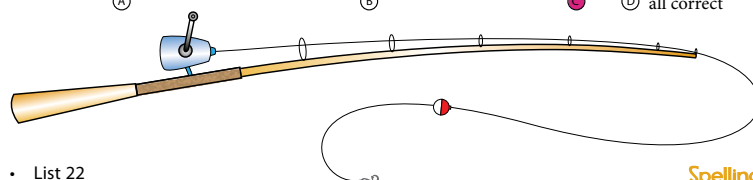
Proofreading Review

Read each phrase. If an underlined word is misspelled, mark the phrase. If all the underlined words are spelled correctly, mark "all correct."

1. (A) immerse the vegetables
(B) two race cars collide
(C) an obveous mistake
(D) all correct
2. (A) a faithful companion
(B) to keep a comittment
(C) the attribute of compassion
(D) all correct
3. (A) an acid will corrode
(B) to consider the outcome
(C) an irregular schedule
(D) all correct
4. (A) an appetite for learning
(B) a special ocasion
(C) to conclude the meeting
(D) all correct
5. (A) to collapse a tent
(B) a special offering
(C) an interesting epilogue
(D) all correct
6. (A) to conform to the rules
(B) a business associate
(C) to conseal a smile
(D) all correct

Read each sentence. If an underlined word is misspelled, mark the word. If all the underlined words are spelled correctly, mark "all correct."

7. Decrease the sugar, combine it with the eggs, and then procede with the recipe.
(A) (B) (C) (D) all correct
8. I will attempt to move my checker on a diagonal path to defeat my opponent.
(A) (B) (C) (D) all correct
9. The team will collaborate on how to accomplish winning the semifinal.
(A) (B) (C) (D) all correct
10. Grandpa will advise me about buying fishing apparatus the next time we korispond.
(A) (B) (C) (D) all correct



88 • List 22

Spelling 6

22. accomplish I will **accomplish** my chores on time.
23. immerse My cousin began to **immerse** the dirty dishes in hot, soapy dishwater.
24. irregular The veterinarian observed our collie's **irregular** behavior.
25. attribute Jake's honesty is his most outstanding **attribute**.

- Follow the procedure for dictating a sentence (page 4).

We will consider serving fruit and cookies for the special occasion.

Proofreading Review

- Introduce the two kinds of proofreading activities in this lesson.
- Direct a student to read the first set of directions on page 88.
- Draw attention to number 1.

Is each underlined word spelled correctly? no

Which word is misspelled? obvious

- Ask a student to write the correct spelling for display.
- Follow a similar procedure to complete the page.

Use of the Answer Sheet (Teacher's Toolkit CD) will provide practice for standardized testing.

Dictionary Skills

Etymology

Use the Spelling Dictionary to answer each question.

1. What part of speech is given for the entry word *collaborate*? *verb*
What is the original meaning of the Latin word *labōrāre*? *work*
2. What is the meaning of the Old French word *conformer* for the entry word *conform*?
to agree to, to make similar
3. What part of speech is given for the entry word *obvious*? *adjective*
From what language does *obvious* originate? *Latin*
4. What is the meaning of the Latin word *corrōdere* for the entry word *corrode*?
gnaw away

Prefixes, Syllable Division, and Accents

When a prefix is a separate syllable, we usually divide the word between the prefix and base word or word root (**ex•change**).

In words with affixes, the accent usually falls on or within the base word or word root (**un•lock**).

Place a dot to divide between the prefix and the base word or word root.

5. o b•s t a•c l e
6. c o n•s i d e r
7. o p•p o n e n t
8. o c•c a s i o n

Locate each word in the Spelling Dictionary.
Place an accent mark on the stressed syllable.

9. c o n • c e a l '
10. c o m • p a n ' • i o n



Moisture caused the pipe to corrode.

Spelling 6

List 22 • 89

What is the prefix in *collaborate*? *col*

What do you notice about this prefix? *It is an absorbed prefix.*

What spelling change occurred when the prefix was added to this word? *com changed to col*

- ▶ Direct a student to place a dot to divide after the prefix *col*.
- ▶ Follow a similar procedure with *correspond*.
- ▶ Reveal part B. Read the first word.

What prefix do you see in the word *occasion*? *oc*

- ▶ Direct a student to place a dot after the prefix to finish dividing the word.

In words with affixes, the accent usually falls on or within the base word.

- ▶ Instruct the students to locate the entry word *occasion* in the Spelling Dictionary.

Which syllable receives the primary stress in this word?
the second syllable

- ▶ Choose a volunteer to put a primary accent on the stressed syllable.
- ▶ Follow a similar procedure with *opponent*.
- ▶ Direct the students to locate the entry word *obstacle* in the Spelling Dictionary. Ask the students to read the entry silently.

What part of speech is given for the word *obstacle*? *noun*

What is the original language for this word? *Latin*

What is the combined meaning of the original word parts? *to stand against*

How is this meaning related to the meaning of our modern English word *obstacle*? *“To stand against” is similar in meaning to “blocks the way or hinders progress.”*

- ▶ Complete page 89.

List 22 Review

Day 4

Review

- ▶ Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce this week's spelling skills.

Dictionary Skills

- ▶ Display *Prefixes, Syllable Division, and Accents*.
- ▶ Reveal part A. Read the words together.

Where do we divide a word when the prefix is a separate syllable? *between the prefix and the base word or word root*

What prefix is found in the word *companion*? *com*

Where would we finish dividing this word? *after the prefix com*

- ▶ Ask a student to place a dot to divide between the prefix and the word root.
- ▶ Draw attention to *collaborate*.

Day 5

Final Test

- ▶ Administer the final test. Pronounce each word, use it in a sentence, and then repeat the word.
- ▶ Follow the procedure for sentence dictation.
 1. I made a commitment to correspond with my friend more often.
 2. We were thankful our car did not collide with the obstacle in the road.