

CD Materials and Preparation

Optional pages:

- List 20 Spelling Words and List 20 Review
- Alternate Final Test List 20

Day 1

- Word Sort List 20
- *Latin Prefixes*

Day 1

A Closer Look

- ▶ The origin of many English words includes one or more Latin word parts. Lists 20–22 focus on the English spelling of several common Latin prefixes.

Latin Prefixes *multi, omni, and de*

- ▶ Review the term *etymology*. Remind the students that in the previous lessons they used etymology to discover Greek word parts and their original meanings.

When a group of letters such as a prefix appears in a line of text for the teacher to say or in a student response, it is beneficial to spell rather than to pronounce the group of letters as a unit.

In this lesson you will use etymology to discover Latin prefixes. Studying the origin of word parts helps us spell and understand the meaning of many new words.

- ▶ Display *Latin Prefixes* part A, revealing number 1.
- ▶ Read the words together.
What prefix do these words have in common? *multi*
- ▶ Invite a student to write *multi* on the blank and read the statement.
Which word means “a great number” or “a large amount”? *multitude*
Which word would describe a meal with foods from many different cultures? *multicultural*
- ▶ Follow a similar procedure with numbers 2 and 3.
- ▶ Whenever possible, show the relationship of the meaning of the prefix to each word discussed.
 2. omnivore: “an animal that eats both plants and animals”
omniscient: “all-knowing” or “having complete knowledge of everything”
 3. decrease: “to make or become less or smaller; diminish”
descend: “go or come down”

Pattern Words

multitude
omnipotent
interview
protect
decrease
semicircle
omnivore
multiple
interstate
semifinal
descend
proceed
intercede
proclaim
international
omniscient
procedure
multicultural
intersect
omnipresence

Review Words

diagram
geothermal
theology
dialogue
geology

Latin Prefixes

Word part	Meaning	Word part	Meaning
<i>multi</i>	many	<i>inter</i>	between, among
<i>omni</i>	all	<i>pro</i>	forth, forward, in front of
<i>de</i>	down from	<i>semi</i>	half, partial

Word Sort

Sort each Pattern Word by its Latin prefix.

multi

multitude
multiple
multicultural

omni

omnipotent
omnivore
omniscient
omnipresence

de

decrease
descend

inter

interview
interstate
intercede
international

*intersect**pro*

protect
proceed
proclaim
procedure

semi

semicircle
semifinal

Latin Prefixes *inter, pro, and semi*

- ▶ Reveal part B. Discuss the Latin prefixes and their meanings.
- ▶ Read the words together.
Which word means “to move on or go forward”? *proceed*
Which word means “half a circle”? *semicircle*
Which word has parts that mean “to go between” and is used when we refer to praying for the needs of others? *intercede*
- ▶ Point out the differences in the spelling of the long /ē/ sound in *proceed* and *intercede*.
- ▶ Elicit from the students that knowing the meaning of a Latin prefix can help them understand many other words that have the same word part.

Word Sort

- ▶ Instruct the students to turn to Worktext page 78.
- ▶ Display Word Sort List 20. Explain the Word Sort activity and discuss sorting each Pattern Word by its Latin prefix.
- ▶ Choose a student to read the first word.

What is the prefix in the word *multitude*? *multi*

Under which heading would we write this word? under the *multi* heading

Word Study

Write the missing prefix that completes each Pattern Word.

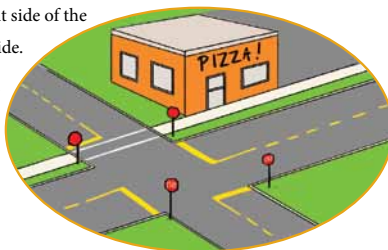
1. multiple
2. procedure
3. intersect
4. descend
5. proclaim
6. omnipotent

Write the Pattern Word that matches the meaning of the prefix with the given base word or word root.

- | | | | |
|----------------------|-------------------|--------------------------|----------------------|
| 7. "forth" + claim | <u>proclaim</u> | 11. "between" + national | <u>international</u> |
| 8. "between" + state | <u>interstate</u> | 12. "all" + presence | <u>omnipresence</u> |
| 9. "half" + final | <u>semifinal</u> | 13. "half" + circle | <u>semicircle</u> |
| 10. "between" + view | <u>interview</u> | 14. "many" + cultural | <u>multicultural</u> |

Write the spelling word that completes each sentence. You may need to change a verb tense or form a noun.

- multitude 15. Jesus once fed a ____ of people with five loaves of bread and two fish.
- decrease 16. The number of students in school each day will ____ during the flu season.
- proceed 17. Once the parade ended, our teacher told us to ____ to the games area.
- omniscient 18. Since God is ____, He knows all there is to know about the past, the present, and the future.
- protect 19. The use of a seatbelt may ____ a passenger in a car accident.
- omnivore 20. An animal classified as an ____ eats plants and animals.
- interceding 21. As the High Priest, Jesus is in heaven ____ for each believer.
- dialogue 22. Cara's story was filled with descriptive detail and ____ between her characters.
- intersect 23. The two streets ____ at the town's popular pizza restaurant.
- descend 24. The boys will climb the front side of the hill and ____ on the other side.
- procedure 25. The diver carefully followed the steps in the ____ for preparing to dive into the ocean.



Spelling 6

List 20 • 79

- ▶ Direct the students to write *multitude* 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.

protect	omnivore	semifinal
proceed	multitude	interview
multiple	descend	omnipotent
decrease	interstate	semicircle

Differentiated Instruction

Day 2

Word Study

- ▶ Ask a student to write *multiple* for display.
How can we change the word *multiple* to spell *multitude*? Replace the letters *ple* with *tude*.
- ▶ Invite a student to write for display each new word as it is discussed.
How would we change *decrease* to *descend*? Remove the letters *crease* and add *scend*.
- ▶ Continue the activity using the examples as a guide.
 1. omnivore/omnipotent
 2. protect/proclaim/proceed
 3. interview/intersect/interstate

Review Words

- ▶ Select a student to write *diagram*, *geothermal*, *theology*, *dialogue*, and *geology* for display.
- ▶ Invite another student to read the words aloud.
Which word part means "earth"? *geo*
- ▶ Choose a student to underline each word part as it is discussed.
Which word part can mean "something written or drawn"? *gram*
- ▶ Follow a similar procedure as you elicit from the students the word parts that mean "across, through," "word, speak, reason," and "study or science of."

Word Meaning

- ▶ Direct the students to refer to the word parts and their meanings on page 78.
- ▶ Call attention to the prefix *inter*.
Which spelling word has the meaning "existing between or connecting two or more states"? *interstate*
What do you predict the word *international* means? *between two or more nations*
- ▶ Direct a student to write each word for display as it is discussed.
What is the relationship between the two words? They both have the meaning "between" because of the prefix *inter*.
- ▶ Draw attention to the word *protect*.
What is the prefix in *protect*? *pro*
What is the meaning of the prefix? *forth, forward, in front of*

What is the relationship of the word *protect* to the prefix? Here's a clue: In soccer, where do you stand to protect your goal? Possible answer: To protect or guard something can literally mean to stand in front of it.

Which word means "to move on or go forward"? *proceed*

- ▶ Follow a similar procedure using the other prefixes as time allows.
- ▶ Complete page 79.

Day 3

Practice Test

- ▶ Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.
- | | |
|-------------------|---|
| 1. protect | This repellent will help protect you from mosquito bites. |
| 2. semicircle | The students sat in a semicircle in front of the storyteller. |
| 3. omnipotent | God is omnipotent , possessing all power and authority over everything. |
| 4. semifinal | Our team will play in the baseball championship semifinal . |
| 5. descend | The hot air balloon began to descend over an open field. |
| 6. multiple | The number 12 is a multiple of 3. |
| 7. omnivore | The grizzly bear is an omnivore because it eats vegetation as well as wild game. |
| 8. proceed | After the traffic cleared I was able to proceed into the crosswalk. |
| 9. interstate | Building better highways improves interstate travel. |
| 10. decrease | Recycling paper can decrease unnecessary waste of our natural resources. |
| 11. interview | The reporter scheduled an interview with the governor. |
| 12. multitude | Jesus fed the multitude of people with several loaves of bread and a few fish. |
| 13. multicultural | Many nationalities are represented in a multicultural community. |
| 14. intercede | I intercede through prayer for my sick friend. |
| 15. omniscient | God knows all of our thoughts, words, and actions because He is omniscient . |
| 16. proclaim | The apostles went forth to proclaim the message of the gospel. |
| 17. omnipresence | God is able to be with each believer because of His omnipresence . |

Proofreading

Moriah wrote a summary of a Bible passage that her family had been studying.

Circle each misspelled word. Write the word correctly.

The third chapter of Daniel gives the account of three rightchus men. They refused to worship a golden image set up by the king of Babylon. King Nebuchadnezzar was angry and ordered that Shadrach, Meshach, and Abednego be tied and thrown into a fiery furnace. The three men trusted God to pratect them.

The king began to ubserve four men walking about in the fire. The fourth man's appearance was glorious. The king was prompt to remove the three men from the furnace. He began to proklame that all must worship the God that delivered these men or be punished.

This account displays that God is omnicient since He knows every need. It shows His omniprezence even in an unsafe situation. It demonstrates that the Lord is omnipotent because His power is greater than any earthly king's power.

righteous

prompt

omnipresence

protect

proclaim

omnipotent

observe

omniscient

Word Study

Write the Review Word that matches the meanings of the two word parts.

- | | |
|--|-------------------|
| 1. "across" + "something written or drawn" | <u>diagram</u> |
| 2. "earth" + "study of" | <u>geology</u> |
| 3. "across" + "word, speak" | <u>dialogue</u> |
| 4. "earth" + "heat" | <u>geothermal</u> |
| 5. "God" + "study of" | <u>theology</u> |

multitude
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international
omniscient
procedure
multicultural
intersect
omnipresence
diagram
geothermal
theology
dialogue
geology



- | | |
|-------------------|--|
| 18. international | My aunt and uncle took an international flight to Great Britain. |
| 19. procedure | Miss Todd followed the procedure for installing a new computer program. |
| 20. intersect | Oak Avenue and Main Street intersect at the next corner. |
| 21. geothermal | Heat within the earth produces geothermal energy. |
| 22. geology | Geology includes the study of volcanoes. |
| 23. dialogue | The play was full of humorous dialogue . |
| 24. theology | I learn theology through reading and studying God's Word. |
| 25. diagram | I drew a diagram of my idea before I started my science project. |

- ▶ Follow the procedure for dictating a sentence (page 4). This math procedure includes multiple steps.

God has given us the ability to use written words to communicate to others. Writing can be used to communicate information in the form of directions or instructions. Because words are important, we use precise words to accurately explain what is needed for a task. The wording of the steps and of the sequence in which they are to be taken can determine whether the task will be completed successfully.



1. Your family is going on vacation for a week. Your neighbor will be taking care of your dog while you are away. Write instructions for feeding and exercising your dog as well as other information you want your neighbor to know. Give attention to details, such as where the dog food is located, how much to use, the location of a leash or kennel, and things to avoid.
2. When your neighbors were invited to your home for the evening, you and your sister were in charge of planning and making a snack. Your snack was such a success that your neighbor has asked you to write out the recipe. List the ingredients needed. Give step-by-step directions for making the snack. Give attention to details such as measurements, the order in which things are prepared, and baking time.

[illegible]

List 20 • 81

► Instruct the students to turn to Worktext page 80.

The Bible records events that teach us what God is like and how He relates to our world. We will proofread a summary about the account of three righteous men who trusted God. This passage is recorded in Daniel chapter 3.

- ▶ Ask a student to read the introduction.
- ▶ Complete the page.

List 20 Review

Day 4

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

- ▶ Guide a discussion about the benefit of accurately written directions or instructions. [BATs: 2b Servanthood, 5a Love, 5d Communication]

Imagine that a friend in your neighborhood has asked you to take care of her cat while she and her family are away for the weekend. She shows you where to find the cat food, the cat litter, and the litter box. She also gives you a sheet of paper with written instructions.

How would you feel if the written instructions were incomplete, out of order, or difficult to read or understand? Possible answers: would be confused, could result in difficulty taking care of the cat properly, might make a mistake

How would you feel if the instructions were written neatly, accurately, clearly, and in the right order? Possible answers: would be able to take better care of the cat, less likely to make a mistake

- Instruct the students to locate Mark 12:31 in their Bibles. Invite a student to read the verse aloud.

How does writing readable and understandable instructions or directions show love for others? Possible answer: It shows we care enough about them to take the time to give them accurate information in an organized way.

- ▶ Explain to the students that showing love to others in the way we communicate can lead others to glorify God (Matthew 5:14–16).
 - ▶ Direct the students to turn to Worktext page 81.
 - ▶ Ask a student to read the introduction aloud.
 - ▶ Guide the students in completing the activity.
- Suggestions for additional writing activities appear in the Writing Activities section of the Teacher's Toolkit CD.

Suggestions for additional writing activities appear in the Writing Activities section of the Teacher's Toolkit CD.

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. Work will proceed on the interstate this spring.
 2. There was a multitude of people at the international soccer game.