

Latin Word Roots *duc, duct; mis, mit; struct*

CD Materials and Preparation

Optional pages:

- List 28 Spelling Words and List 28 Review
- Alternate Final Test List 28

Day 1

- Word Sort List 28
- *Latin Word Roots*

Day 4

- *Thank-You Letter*

Day 2

- *Word Puzzles*

Day 1

A Closer Look

- ▶ The origin of many English words includes one or more Latin word parts. Lists 28–32 focus on the English spelling of several common Latin roots. They will be referred to as Latin word roots or word roots in the lessons.

Latin Word Roots *duc, duct; mis, mit; struct*

We have been learning the English spelling of Latin prefixes and suffixes. The next five spelling lists will focus on Latin word roots.

As we look at the meaning of words with Latin origin, we must keep in mind that the present meaning of some words has remained close to the original meaning of the word parts. For other words, the present meaning may have changed over time.

- ▶ Remind the students that a word root is a word part that has meaning, but it is not a word that can stand by itself. A prefix and/or a suffix can be added to a word root to form a new word.
- ▶ Display *Latin Word Roots* part A.
What Latin word root do these words have in common?
struct
What does the word root *struct* mean? *build*
- ▶ Point out the clues beside each word. Explain that each clue gives the meaning of a prefix or a suffix.
- ▶ Draw attention to the meaning of the prefix *con*.
The word *construct* comes from two word parts that mean “to build together.” For example, many different parts and materials are put together to build a house.
- ▶ Direct the students to use the meaning of the parts of the word *destructive* to determine its meaning. Ask a student to state a definition in his own words.
- ▶ Display part B.
In these three words we see two spellings for Latin roots that mean “lead.” What are the two spellings? *duct* and *duc*

Pattern Words

production
submit
construct
educate
promise
instruct
introduce
submission
construction
dismissal
introduction
instruction
conductor
admit
permit
destructive
permit
admission
reproduce
structure
permission

Review Words

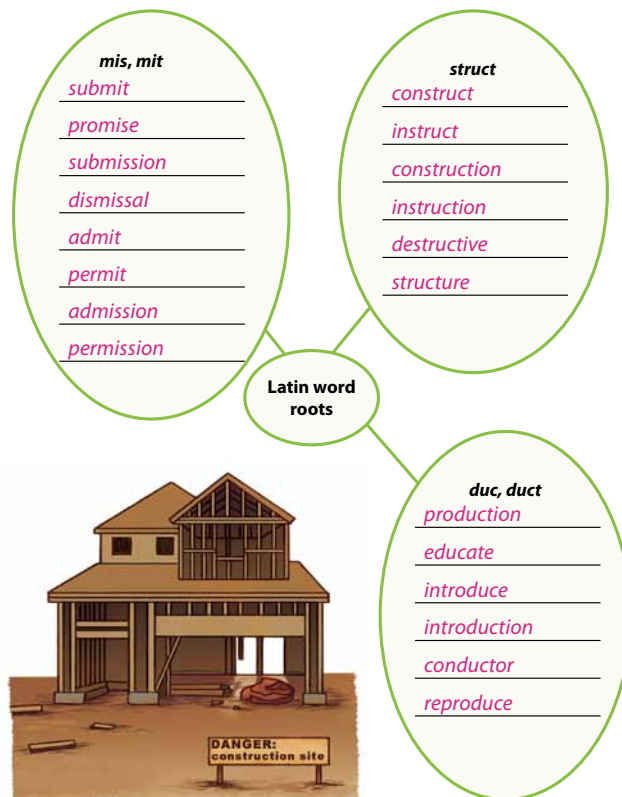
opportunity
responsibility
necessity
certainty
hospitality

You can use etymology to discover Latin word parts and their original meanings. Studying the origin of word parts will help you to spell and understand many new words.

Latin Word Roots	Meaning
<i>duc, duct</i>	lead
<i>mis, mit</i>	send
<i>struct</i>	build

Word Sort

Use the word web to sort each Pattern Word by the spelling of its Latin word root.



Based on the meaning of the word parts, how would we describe a conductor of an orchestra? *one who leads musicians to play their instruments together*

- ▶ Guide the students in defining *production* as “the act or process of leading or bringing forth” (as in making or causing to exist).
- ▶ Call attention to the meaning of the word parts in the word *educate*.
The word *educate* comes from word parts that mean “bring out” or “lead forth.” Today the word *educate* can mean “to develop mentally or morally through instruction.”
- ▶ Display part C.
In these three words we see two spellings for Latin word roots that mean “send.” What are the two spellings? *mit* and *mis*
- ▶ Direct a student to draw a box around the word roots.
Based on the meaning of the word parts, which word comes from word parts that mean “send under”? *submit*
The word *submit* can mean “to yield or place under another’s authority.”
- ▶ Call attention to meanings of the prefixes *dis* and *pro*.
Which word comes from word parts that mean “relating to sending away”? *dismissal*

Word Study

Write the related Pattern Word.

- | | | | |
|--------------|---------------------|-------------|--------------------|
| 1. admit | <u>admission</u> | 5. produce | <u>production</u> |
| 2. introduce | <u>introduction</u> | 6. instruct | <u>instruction</u> |
| 3. construct | <u>construction</u> | 7. submit | <u>submission</u> |
| 4. permit | <u>permission</u> | | |

Write the Pattern Word that replaces the underlined clue in each sentence.

- reproduce 8. Our teacher will make a copy of the letter for us to take home to our parents.
- admission 9. The high school team charges a small price paid to enter a place to attend their games.
- structure 10. The large wooden building was used for the camp's chapel.
- destructive 11. The high winds of tornadoes can be very ruinous or causing to destroy.
- instruction 12. I learned much from our pastor's act or process of teaching from the book of John.
- introduction 13. During our act of introducing to camouflage, we learned that the trumpetfish can change colors.
- conductor 14. The musicians waited for the cue from the director of an orchestra to begin playing.



Write the Pattern Word that matches each clue.

- educate/instruct 15. to provide knowledge or training
- dismissal 16. the act of allowing to leave
- construction 17. the act of building
- submission 18. an act of yielding to the authority of another
- production 19. the act of producing something
- submit 20. to yield to the control, influence, or authority of another
- promise 21. a statement that a person will or will not do something

Spelling 6

List 28 • 111

How does the meaning of the word parts relate to the current word meaning? Possible answer: Sending someone away is similar to allowing someone to leave.

The word *promise* is an example of a word whose present meaning is very different from the meaning of the word parts that form it. According to the meaning of the parts, what does *promise* mean? to send forth

- ▶ Elicit from the students that when they state a promise, they say or send forth a statement of what they will or will not do.

Word Sort

- ▶ Instruct the students to turn to Worktext page 110.
- ▶ Display Word Sort List 28. Explain the Word Sort activity and discuss sorting each Pattern Word by its Latin word root.
- ▶ Choose a student to read the first word.

Which word root is used in the word *production*? *duct*

Under which heading would we write this word? *under the heading duc, duct*

- ▶ Direct the students to write *production* 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.
- | | | |
|--------------|------------|--------------|
| submit | promise | dismissal |
| instruction | production | instruct |
| submission | construct | educate |
| construction | introduce | introduction |

Differentiated Instruction

Day 2

Word Study

- ▶ Ask a student to write *introduce* for display.
How can we change the word *introduce* to spell *introduction*? Change the spelling of the word root *duc* to *duct* and add the suffix *ion*.
- ▶ Choose a student to write *introduction* for display.
How would we change *introduction* to *production*? Remove the prefix *intro* and add *pro*.
- ▶ Continue the activity using the examples as a guide.
 1. submission/permission/permit
 2. instruct/instruction/construction
- ▶ Elicit from the students that the spelling of the word root changes when the suffix *ion* is added.

Review Words

- ▶ Select a student to write for display: *certainty, hospitality, opportunity, necessity*.
- ▶ Remind the students that the suffixes *ity* and *ty* mean “quality, state, or condition.” Discuss the meaning of each word as needed.
- ▶ Invite a student to write the word *responsible* for display.
How will we change the last syllable before we add a suffix to spell *responsibility*? The syllable *ble* will change to *bil*.
- ▶ Ask a student to write the word *responsibility* for display.

Word Meaning

- ▶ Display *Word Puzzles*, revealing the word bank and part A. Read the words in the word bank together.
The words in the word bank are formed from Latin word parts. The meaning of each part is shown on the puzzle pieces.
- ▶ Direct the students to read the first sentence silently and identify the word that completes the sentence.

- ▶ Invite a student to read the sentence aloud.
- ▶ Follow a similar procedure with the remaining sentences.
- ▶ Complete page 111.

Day 3

Practice Test

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

1. instruct Mrs. Ford will **instruct** us about entering and exiting the stage.
2. submission I want to show **submission** to God by obeying His Word.
3. instruction My little sister takes gymnastics **instruction**.
4. submit John's dog will **submit** to his commands for a treat.
5. construction The church began **construction** of a new Sunday school wing.
6. educate The coach works to **educate** the players about good game strategies.
7. production Henry Ford's company used mass **production** to make cars.
8. introduce I will **introduce** my grandparents to my teacher at the recital.
9. dismissal We had early **dismissal** the last day before the holidays.
10. construct Uncle Juan will **construct** a storage shed for his lawn mower and tools.
11. introduction This book has an interesting **introduction**.
12. promise Don't make a **promise** you know you can't keep.
13. admit It is best to **admit** that you made a mistake and try to correct it.
14. structure The **structure** of the buildings is designed to endure earthquakes.
15. permit Grandpa bought a **permit** for freshwater fishing.
16. conductor Copper is an excellent **conductor** and is used to make electric wires.
17. permission We have **permission** to ride our bikes in our subdivision.
18. destructive Various animals and insects are **destructive** to gardens.
19. admission Aunt Caroline paid my **admission** to the festival.

Proofreading

Elizabeth has written a report about a famous foreign missionary.

Circle each misspelled word. Write the correct spelling.

Adoniram Judson was born in 1788, the son of a Massachusetts minister. After his admishun to college, he was influenced by an ungodly friend who was an atheist. Adoniram denied belief in God and lived a sinful and distructive life. After college, he was a traveling actor. He was dishonest and did not pay money he owed.

While staying at an inn, he learned that a sick young man in the next room had died during the night. Adoniram was alarmed to learn that the man who died was his atheist friend from college. He knew that his friend had died without Christ and was lost for eternity. This thought sent him hurrying to his parents' home. He was ready to submit to God's uthority. His parents explained to him how to repent of sin and put his faith in Jesus Christ.

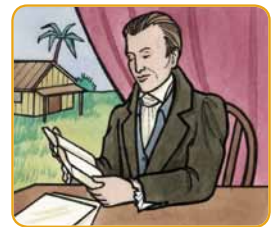
Adoniram went to seminary, where he studied the Bible and read books about men who worked in foreign missions. He learned of the possability of translating the Bible into another language. He made a promis to God to trust His soverinty and serve Him with his life. He married Ann Hasseltine, and then they traveled to India in 1812.

admission authority promise
destructive possibility sovereignty

Word Study

Write the Review Word that matches each clue.

- hospitality 1. friendly treatment of visitors and guests
opportunity 2. time or situation that is good for a purpose
necessity 3. something impossible to get along without
certainty 4. the condition of being sure
responsibility 5. the quality or condition of being reliable



production
submit
construct
educate
promise
instruct
introduce
submission
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dismissal
introduction
instruction
conductor
admit
destructive
permit
admission
reproduce
structure
permission
opportunity
responsibility
necessity
certainty
hospitality

20. reproduce She was able to **reproduce** her report since she saved a copy in her computer files.
21. necessity Each item we carry needs to be a **necessity** for the canoe trip.
22. opportunity Mom took the **opportunity** to share the gospel with our neighbor.
23. hospitality We stayed at a bed-and-breakfast inn that is known for its **hospitality**.
24. responsibility I have the **responsibility** of taking out the trash daily.
25. certainty Christians believe Christ's return is a **certainty**.

- ▶ Follow the procedure for dictating a sentence (page 4).
I have permission from the publisher to reproduce the music.

Proofreading

- ▶ Ask the students to turn to Worktext page 112.
Elizabeth wrote the first part of her report about Adoniram Judson, who was led by God to serve as a missionary in a foreign country.
- ▶ Complete the page.

Writing

God has used many people to help you make the transition from the elementary grade levels to middle-school grade levels. Think of the people who have taught, encouraged, and guided you. Express your thankfulness to one of these people by writing a thank-you letter.



Write a rough draft of a thank-you letter. Include comments about specific things this person has said or done that benefited you.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

List 28 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.

Writing

- ▶ Write the word *transition* for display.
- ▶ Remind the students that in the word *transition*, the Latin prefix *trans* can mean “a crossing over from one place or condition to another.” The ending *ition*, which includes the suffix *ion*, can mean “the act or process of.”

Combining those two meanings, what does the word *transition* mean?
the act or process of crossing over from one place or condition to another

The sixth-grade year is a time of transition. For some sixth graders, completing sixth grade marks the end of their time in the elementary grades. For others it marks the end of the first year of the middle school grades.

It is the time of “crossing over” from one stage of schooling to another.

- Remind the students that God has brought many people into their lives to bring them to the completion of sixth grade. [BAT: 5a Love]

Consider some of the people who have had a part in your spiritual or educational growth. One person may have encouraged you at a difficult time by sharing a Bible verse or praying with you. Another person may have given just the right explanations to help you learn math concepts.

The writing activity will provide an opportunity for you to express your appreciation to one of these people.

- ▶ Instruct the students to turn to Worktext page 113.
 - ▶ Invite a student to read the introduction.
 - ▶ Explain the directions. Encourage the students to include specific comments about the help someone gave and to express thankfulness for the influence this person had on their completion of sixth grade.
 - ▶ Extend the activity by encouraging the students to write the note on the *Thank-You Letter* page, on computer-generated stationery, or on a ready-made card to give to the person they selected.
- Suggestions for additional writing activities appear in the Writing Activities section of the Teacher's Toolkit CD.

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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. The conductor gave instructions to the band before the concert.
 2. The principal will introduce the school production.