

Lesson 5

paired with Lesson 6

Word Parts and Meanings

pat, mat, frat

List 1 *pat*

expatriate
patriotic
patron
patronize

List 2 *mat*

maternal
matriarch
matrimony
matrix

List 3 *frat*

fraternal
fraternization
fraternize
interfraternity

Objectives

- Use Latin roots *pat*, *mat*, and *frat* as clues to word meanings
- Use context as a clue to word meanings
- Study the origin of words

Materials

- Student Book, pp. 18–20
- Student Resource DVD-ROM
 - Word Builder, Word Hero
- Teacher Resource DVD-ROM
 - Word Builder, Word Hero
 - Graphic Organizer 2
 - Small Group Practice 5
 - Meaning Match 5–6
 - Assessment 5–6
 - Self-Assessment 5–6
 - Student Record-keeping Form

Generative Vocabulary

Day ① ①

Choose a Plan

5 DAY PLAN Lessons 5 AND 6

- ① Generative Vocabulary p. 14
- ② Generative Vocabulary p. 16
- ③ Domain-Specific Vocabulary p. 17
- ④ Domain-Specific Vocabulary p. 19
- ⑤ Assess/Review p. 19

OR

3 DAY PLAN Lesson 5

- ① Generative Vocabulary p. 14
- ② Generative Vocabulary p. 16
- ③ Assess/Review p. 19

OR

3 DAY PLAN Lesson 6

- ① Domain-Specific Vocabulary p. 17
- ② Domain-Specific Vocabulary p. 19
- ③ Assess/Review p. 19

- ✓ Use the **Observation Guide** found on the DVD-ROM and in this Teacher Edition to monitor and facilitate student discussion and understanding of the vocabulary words.

Introduce/Teach/Practice

Introduce/Teach

- Introduce the list words above, also found on Student Book pp. 18–19. **This lesson includes the Latin roots *pat*, *mat*, and *frat*. What words do you know that have *pat* in them? *mat*? *frat*? What do you think *pat* means?**
- ***Pat* means “father.” To remember the meaning of *pat*, use an anchor word, such as *paternal*, which means “of or like a father; fatherly.” Then when you come across an unfamiliar word with *pat*, think of *paternal*, which will help you figure out that the word relates to fatherhood.**
- **These are words with *pat*.** Pronounce the List 1 words. Add them to your Word Wall.
- Continue with *mat* (meaning: “mother”; anchor word: *maternity*—“motherhood”) and *frat* (meaning: “brother”; anchor word: *fraternity*—college young men getting together like “brothers”).
- Have students read pp. 18–19 with you or independently. Discuss how the morphological elements provide clues to word meaning.
- To provide more comprehensive instruction for the words, use the Vocabulary Routine on the next page.

Practice

- Have students begin work on **In Your Notebook**, p. 19.
- **Etymology Study**, p. 19: Have students identify the etymology of one of the list words.

Homework

 Have students

- complete **In Your Notebook**
- complete Graphic Organizer 2

Vocabulary Routine

SAY IT	DEFINE IT	DEMONSTRATE IT	APPLY IT
expatriate	to make someone go out of, or leave, his or her fatherland, or native country	During the Vietnam War, many young American men expatriated themselves to Canada.	What must people do when their country decides to expatriate them?
patriotic	loving one's country; viewing one's country as the "fatherland"	Some patriotic people devote their lives to public service for their country.	How might a patriotic person respond to a criticism of his or her country? Why?
patron	someone who supports a person, group, or cause in a fatherly way	My uncle is a great patron of the arts.	What is one thing a patron of the arts might do?
patronize	to support or help in a fatherly way	I like to patronize stores that sell things made from renewable resources.	What is one example of a way a person might patronize an orchestra?
maternal	relating to motherhood; motherly	My maternal grandfather raised my mother.	What is an example of maternal behavior?
matriarch	a woman who acts as the mother of a family or tribe	When my grandfather died, my grandmother became the matriarch of the family.	What is one thing you would expect a matriarch to do?
matrimony	marriage, wedding; historically, this was a woman's status in society that would approve her becoming a mother	My parents experienced thirty years of happy matrimony.	What might prevent people from experiencing matrimony?
matrix	that which gives origin or form to something enclosed within it, like a mother's womb forming a child	The crystal was found in a matrix of plain rock.	Why might the matrix of a gemstone make the gemstone hard to see?
fraternal	relating to a brother; brotherly	People in the same profession may join a fraternal organization.	Give an example of how a person could behave in a fraternal way.
fraternization	friendly or brotherly association between people or groups	Fraternization between enemies during wartime is often discouraged.	Why might a country at war discourage fraternization between its citizens and its enemies?
fraternize	to associate in a brotherly way; be friendly	Judges are not supposed to fraternize with members of the jury.	With whom do you fraternize?
interfraternity	refers to a relationship between fraternities or fraternal (brotherly) groups	My fraternity is playing against yours in the interfraternity football league.	If the members of a fraternity play football together, why is that not interfraternity football?

Apply/More Practice

Circulate as students work in small groups, in pairs, and/or individually.

Apply

- **Apply and Extend** Have students complete the activities on p. 20.
 - List 1** Students should write a sentence using a new word with the root *pat* and one or two list words.
 - List 2** Sentences should demonstrate students' understanding of two list words.
 - List 3** Possible response: Students could meet once a week after school at a local community center to offer tutoring for younger kids who need help.
- **Act It Out** Students' skits should demonstrate that they understand the meanings of the list words as used in the passages.
- **Avatar**, p. 20: Make sure students understand the meaning and use of the root *soror* in the girl's speech balloon.

More Practice

- **Interactive** Have students play Word Builder and Word Hero for Lesson 5.
- **Graphic Organizer** Have students share their completed Graphic Organizer 2.
- **Meaning Match** To help students prepare for this week's assessment, have them complete Meaning Match 5.

Homework

- complete any activities they didn't finish during class
- revisit and update Self-Assessment 5–6 to reflect what they've learned

Assessment If you are following the 3 day plan, see **Assess/Review** on p. 19 of this Teacher Edition.

Differentiate Instruction

Struggling Readers

Anchor Words Revisit the anchor words. For example, for *maternity* say *When you think of the root mat, think of motherhood. Mat means "mother."* Have students write *maternity* and draw a picture to represent the word. Then have students complete Small Group Practice 5. Check that students are breaking the words correctly.

Advanced Readers

Create a Game Have students work independently or in pairs to create their own vocabulary game, using the words in this lesson. Have students teach classmates how to play the game; allow time for students to play.

English Learners

Break It Apart Read the List 2 words aloud, pronouncing each syllable distinctly. Point out the difference between the long *a* sounds in the first syllables of *matriarch* and *matrix* and the short *a* sound in the first syllable of *matrimony*. Explain that in the first syllable of *maternal*, which is not accented, the *a* has the schwa sound.

Objectives

- Acquire and use science domain-specific words accurately
- Use context clues to determine word meaning
- Use a glossary to find the pronunciation of a word or determine or clarify its precise meaning

Materials

- Student Book, pp. 21–22
- Student Resource DVD-ROM
 - Word Hero
- Teacher Resource DVD-ROM
 - Word Hero
 - Graphic Organizer 3
 - Meaning Match 5–6
 - Assessment 5–6
 - Self-Assessment 5–6
 - Student Record-keeping Form

List Words

- carbohydrate
- exercise
- mineral
- prescription
- protein
- ration
- virus
- vitamin

Day 3 1

Domain-Specific Vocabulary

Introduce/Teach/Practice

Introduce/Teach

- Introduce the list words above, also found on Student Book p. 21. *The words in this lesson have to do with health and staying healthy. You probably use some of these words in your science class.*
- Pronounce the words. Add them to your Word Wall.
- Have students read p. 21 and **Using a Glossary** on p. 22.
- Point out that students can learn a word’s meaning in various ways, such as using surrounding context and word parts, as in *carbohydrate*.
- To provide more comprehensive instruction for the words, use the Vocabulary Routine on the next page.

Practice

- Have students begin work on **In Your Notebook**, p. 21.
- **Using a Glossary**, p. 22. Have students look up one of the list words in the glossary of the book and write down the word’s part of speech and its definition.
- **Avatar**, p. 22: Make sure students understand the meanings of the expressions in the boy’s speech balloon.

Homework Have students

- complete **In Your Notebook**
- complete Graphic Organizer 3

Choose a Plan

5 DAY PLAN Lessons 5 AND 6

- 1 Generative Vocabulary p. 14
- 2 Generative Vocabulary p. 16
- 3 Domain-Specific Vocabulary p. 17
- 4 Domain-Specific Vocabulary p. 19
- 5 Assess/Review p. 19

OR

3 DAY PLAN Lesson 5

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- 2 Domain-Specific Vocabulary p. 19
- 3 Assess/Review p. 19

✓ Use the **Observation Guide** found on the DVD-ROM and in this Teacher Edition to monitor and facilitate student discussion and understanding of the vocabulary words.

Vocabulary Routine

SAY IT	DEFINE IT	DEMONSTRATE IT	APPLY IT
carbohydrate	a compound containing carbon, hydrogen, and oxygen, such as sugars and starches	Green plants make carbohydrates from sunlight, carbon dioxide, and water.	Name a carbohydrate that you like to eat.
exercise	<i>Exercise</i> comes from the Latin word <i>exercere</i> , meaning “keep busy.” Exercise is physical activity or movement.	Lots of exercise helps a person stay healthy.	What is your favorite way to exercise?
mineral	a natural substance mined from the Earth	Sodium chloride, or table salt, is a mineral.	Is protein a mineral? Why or why not?
prescription	The Latin root <i>script</i> means “write.” A prescription is a doctor’s written instructions for medication a patient should receive.	My doctor wrote a prescription for me for a medication that the pharmacist will give me.	How does a pharmacist know what medicine to give a patient?
protein	The Greek word <i>proteios</i> means “of the first quality.” Protein is a type of organic compound that is necessary for the structure and functioning of all living cells, and can be obtained from meats, milk, eggs, cheese, and legumes.	Protein makes up your nails and your hair and is provided by protein-rich foods, such as beans, peanuts, eggs, and cheese.	What kinds of protein-rich food do you like to eat?
ration	The Latin word <i>ratio</i> means “reckoning.” A ration is a certain amount of something that must be reckoned (counted), or measured.	The sailors received a ration of one loaf of bread per day.	When is someone more likely to receive a ration of food, in a time of war or in a time when food is plentiful?
virus	The Latin word <i>virus</i> means “poison.” A virus is an agent that can cause disease, such as a cold or the flu, or release poison into a person’s body.	Cold viruses do not respond to antibiotics, so if you do get a cold, you simply have to take care of yourself until it passes.	Can a computer get a virus?
vitamin	The Latin root <i>vita</i> means “life.” A vitamin is a substance that helps an organism stay alive and healthy.	Citrus fruits contain a lot of vitamin C, which helps prevent a disease called scurvy.	Why do you think British sailors carried limes with them on long sea voyages?

Day ④ ②

Domain-Specific Vocabulary

Apply/More Practice

Circulate as students work in small groups, in pairs, and/or individually.

Apply

- **Apply and Extend** Have students complete the activities on p. 22.
 - **Item 1** Students should write two or three sentences that describe how they feel about exercise.
 - **Item 2** Students' responses should include several list words from this lesson and use them correctly.
- **Clue Review** Partners should provide clues to each other that demonstrate their understanding of the list words.

More Practice

- **Interactive** Have students play Word Hero for Lesson 6.
- **Graphic Organizer** Have students share their completed Graphic Organizer 3.
- **Meaning Match** To help students prepare for this week's assessment, have them complete Meaning Match 6.

Homework Have students

- revisit and update Self-Assessment 5–6 to reflect what they've learned

Day ⑤ ③ ③

Generative/Domain-Specific Vocabulary

Assess/Review

Assess this week's words with Assessment 5–6. You can record observations and scores on the Student Record-keeping Form. Use the assessment as described below that is appropriate for the Pacing Plan you are following.

- The top portion assesses the Lesson 5 generative words.
- The bottom portion assesses the Lesson 6 domain-specific words.

Review words from previous weeks with these questions.

- What is an example of a *credible prognosis*?
- What would a *burly* and *vigorous* person be like?
- Describe an *obsequious primate*.
- If I spoke a *monologue* on a *balcony*, with whom would I be speaking and where?

Homework Have students complete

- Self-Assessment 7–8 for next week's words