

Divide and Conquer

Part A: Meet the Root



Directions: "Divide" the words below, then "conquer" them by writing the meanings of the prefixes and bases in the blanks. Write the meaning of the whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart.

	Prefix/Base means	Base means	Word means
1. abduction	_____	_____	_____
2. ductile	_____ X _____	_____	_____
3. conducive	_____	_____	_____
4. seductive	_____	_____	_____
5. productive	_____	_____	_____
6. deduction	_____	_____	_____
7. induce	_____	_____	_____
8. viaduct	_____ <i>via-</i> = way, road _____	_____	_____
9. introductory	_____	_____	_____
10. induct	_____	_____	_____

Definitions

- alluring and tempting
- persuade someone to do something
- overpass or bridge
- effective; yielding results; creative, fertile
- a kidnapping
- preliminary; serving to introduce
- capable of being drawn or hammered thin
- enroll someone in an organization or group
- conclusion or inference
- leading to a desired result; contributive, helpful

Prefix Bank

- ab-* = away, from
- con-* = with, together
- de-* = down, off
- in-* = in, on, onto
- intro-* = inside, within
- pro-* = forth, forward
- se-* = aside

**Part B:**
Combine and Create**Context Clues**

Directions: Study the 10 words from the "Divide and Conquer" activity on page 39. Complete each sentence below with the *duc, duct* word that best fits the context. (You may add suffixes to the words.)

1. The grocery store was advertising an _____ offer on a new, low-sodium, spaghetti sauce.
2. "Brilliant _____, my dear Watson!" was a favorite saying of the fictional detective, Sherlock Holmes.
3. What can I offer to _____ you to study your utmost for the final examination?
4. Sitting on the couch all day while eating potato chips is not _____ to physical fitness.
5. This weekend, I wrote two papers and read four chapters in my textbook. I made very _____ use of my time.
6. He was _____ into the student honorary society because he had maintained a 3.8 grade point average for three semesters in a row.
7. Many electricians believe that copper, one of the most supple and _____ metals on Earth, makes the best wire for a house's electrical system.
8. Let's take the _____ so that we will not get delayed by the train that cuts through downtown.
9. Journalists on all the local news channels were talking about the mysterious _____ of a five-year-old from the public playground.
10. The radio announcer had a very attractive and _____ voice that made all listeners want to hear more about the products he was advertising.

Management

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Lessons

Unit I: Mastering Prefixes and Suffixes

Lesson 1: Latin Prefix <i>ob-</i> (and its assimilated forms) = “up against, in the way; completely”	B1
Lesson 2: Latin Prefixes <i>dis-</i> , <i>di-</i> , <i>dif-</i> = “apart, in different directions; not”	B9
Lesson 3: Greek Prefixes <i>a-</i> , <i>an-</i> = “without, not” (the “alpha-privative”)	B15
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Lesson 5: Greek Suffixes <i>-ism</i> = “belief” and <i>-ist</i> = “one who believes;” <i>-ology</i> = “study of” and <i>-ologist</i> = “one who studies”	B30
Unit I Review	B37

Unit II: New and Familiar Latin Bases

Lesson 6: Latin Bases <i>sent</i> , <i>sens</i> = “think, feel”	B42
Lesson 7: Latin Bases <i>duc</i> , <i>duct</i> = “lead”	B49
Lesson 8: Latin Bases <i>pung</i> , <i>punct</i> , <i>point</i> = “pierce, point”	B56
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Unit II Review	B77

Unit III: Parallel Greek and Latin Bases

Lesson 11: Greek Bases <i>poli</i> , <i>polis</i> and Latin Bases <i>civ</i> , <i>cit</i> = “city, citizen”	B81
Lesson 12: Greek Bases <i>graph</i> , <i>gram</i> and Latin Bases <i>scrib</i> , <i>script</i> = “write”	B88
Lesson 13: Greek Bases <i>cri</i> , <i>crit</i> and Latin Bases <i>judg</i> , <i>judic</i> = “judge, decide”	B96
Lesson 14: Greek Bases <i>meter</i> , <i>metr</i> = “measure” and Latin Bases <i>reg</i> , <i>rect</i> = “rule, straight, right”	B103
Lesson 15: Greek Base <i>onym</i> = “name, word” and Latin Bases <i>nomen</i> , <i>nomin</i> , <i>noun</i> = “name”	B110
Unit III Review	B117

Unit IV: Paired Greek Bases

Lesson 16: Greek Bases <i>log</i> = “word, speech, reasoning” and <i>erg</i> = “work”	B121
Lesson 17: Greek Bases <i>centr</i> = “center” and <i>cycl</i> = “circle, wheel”	B129
Lesson 18: Greek Bases <i>od</i> , <i>(h)od</i> = “road, way” and <i>top</i> = “place, location”	B137
Lesson 19: Greek Bases <i>arch</i> , <i>archy</i> = “lead(er), first, oldest” and <i>crat</i> , <i>cracy</i> = “rule, ruler”	B144
Lesson 20: Greek Bases <i>thes</i> , <i>thet</i> , <i>them</i> = “put, place, position” and <i>tact</i> , <i>tax</i> = “arrange”	B151
Unit IV Review.	B158

Unit V: Content-Area Vocabulary

Lesson 21: Words from Mathematics	B163
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Components of the *Building Vocabulary Kit*

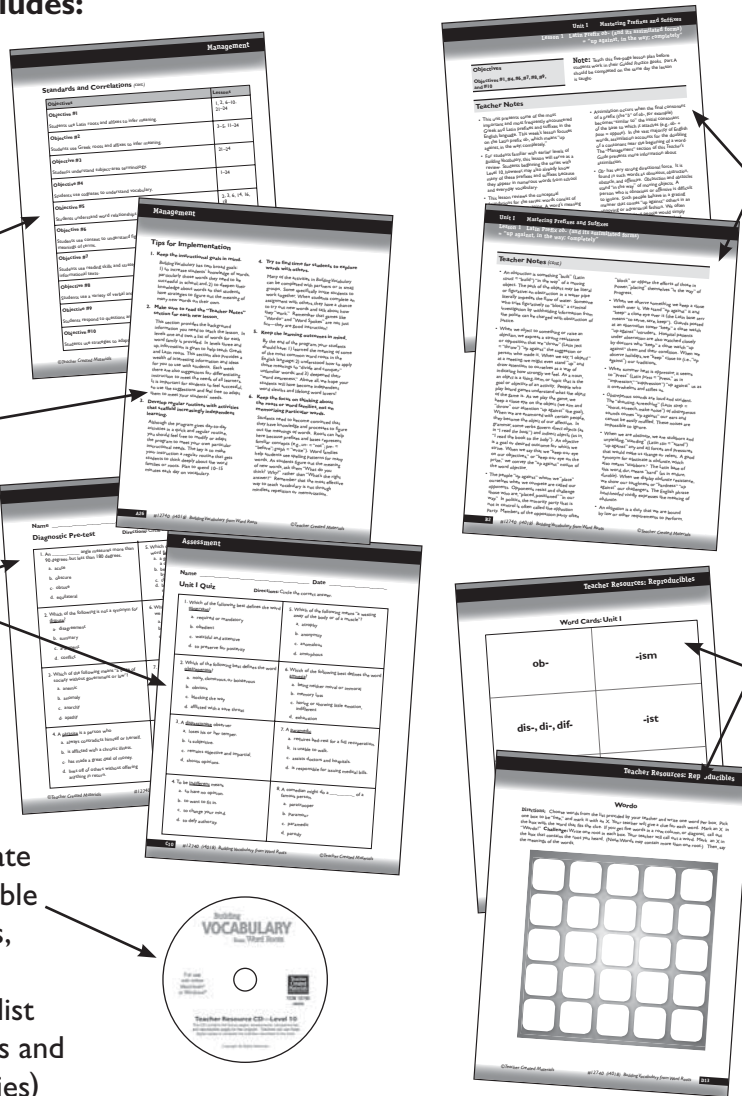
Teacher's Guide includes:

Standards and Correlations Chart
(in Management Section)

Tips for Implementation

Assessments

Teacher Resource CD
(includes bonus activities to differentiate instruction, reproducible templates, word cards, assessment charts, transparencies, and a list of all the word families and word roots in the series)



Lessons
(correspond to each lesson from the student *Guided Practice Book*)

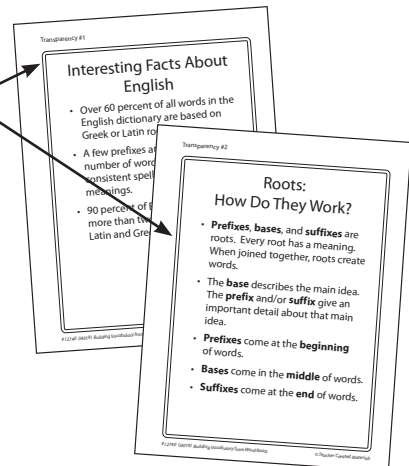
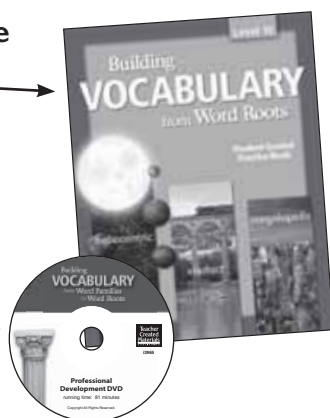
Teacher Resources
(includes activities, word cards, and reproducible templates)

Other Components Include:

Guided Practice Book (student book)

Professional Development DVD

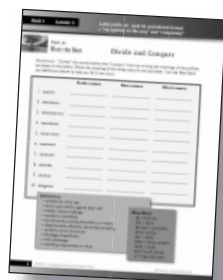
Transparencies
(in the transparency folder)



How to Use This Program

The following provides a more detailed overview of the various components of this program, including the differentiated, five-part lessons, the *Assessment* section, the *Teacher Resources* section, and the *Teacher Resource CD*. Each component offers support for the entire program, making students' word learning meaningful and fun.

Lesson Overview



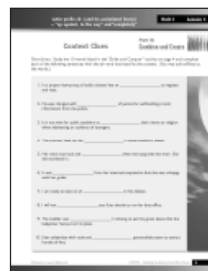
Each lesson in the *Guided Practice Book* begins with **Part A** (“Meet the Root”). This activity is called “Divide and Conquer,” and it provides the foundation for all activities that follow. It asks students to divide words into their

word parts, which requires them to identify the Greek and Latin roots from each lesson. Students “conquer” words by writing the meaning of each word part and finally, the meaning of the entire word. Since this is intended as an explicit instruction day, help students by using the following suggestions:

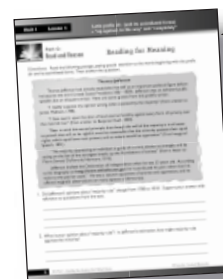
Remind students that when we translate bases and prefixes, we normally put the base first (as the core of the word) and then add the meaning of the prefix. For example, the word *convene* does not mean “together come,” although the roots appear in that order; translate the base first in order to produce “come together.”

After students divide and translate the word parts in the first two blanks, ask the question, “If the base A means X and the prefix B means Y, then the whole word means XY.” For example, with the word *cooperate*, assist students by saying, “If the base *oper* means “work” and the prefix *co-* means “with, together,” then the whole word means “work together” (formally defined as “work together in harmonious fashion”).

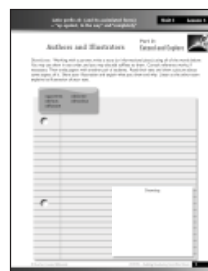
The first word in each “Divide and Conquer” activity is often the most challenging, so students will benefit from explicit instruction. Then students will be better able to independently “divide and conquer” the remaining words on the list.



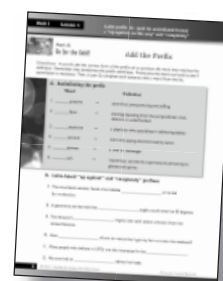
← In **Part B** (“Combine and Create”), students compose English words from the word roots. Usually, in this part of the lesson, students analyze something and record an English word as the answer.



← In **Part C** (“Read and Reason”), students read a variety of passages that use word roots in context and then answer questions in pairs or small groups about the root-based vocabulary.



← In **Part D** (“Extend and Explore”), students work individually and in partners/ small groups to create applications for the new vocabulary.



← In **Part E** (“Go for the Gold!”), students enjoy a variety of vocabulary activities and games for additional word-root practice and review.

Objectives

Objectives #1, #4, #6, and #7

Note: Teach this four-page lesson plan before students work in their *Guided Practice Books*. Part A should be completed on the same day the lesson is taught.

Teacher Notes

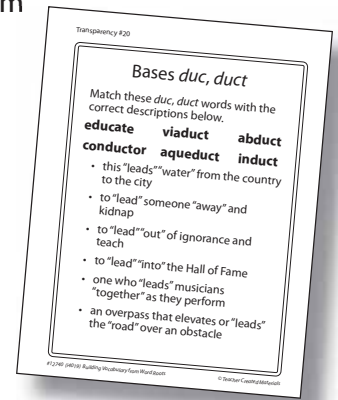
- This week’s lesson focuses on the Latin bases *duc, duct*, which mean “lead.” These bases were first presented in Level 5 of the *Building Vocabulary* series (Unit IV, Lesson 18). We begin the lesson with familiar *duc, duct* words and then introduce grade-appropriate vocabulary. This root generates many academic words with rich cognates and interesting word histories. Because of this, Part A may require extra instructional time.
- Students will already know some words built on this base, such as *conductor, produce, product, reduce, educate, abduct, aqueduct, and ductile*. All of these words, along with other cognates built on *duc, duct*, have a common meaning that has to do with “leading.”
- In some *duc, duct* words, the meaning of “lead” is obvious: to *abduct* is to kidnap by “leading” someone “away”; exceptional performers in sports or music can be *inducted* (“led” “into”) into the hall of fame; an *aqueduct* is a structure developed by the Romans for “leading” “water” from the countryside into urban areas; *ductile* metals can be hammered thin and “led” into wire.
- Many *duc, duct* words share the same prefixes. In some of these words, the base meaning of “lead” is less obvious, but it can be detected by comparing other *duc, duct* words with the same prefix. For example, the *conductor* of a symphony orchestra “leads” musicians “together” as they play. The idea of “leading” is present in cognate words beginning with the prefix *con*: our *conduct* is the way we “lead” ourselves and behave when we are “with” other people; a metal *conducts* electricity by “leading” the electrical charge “with” itself from one place to another; when we say that studying is *conducive* to good grades, we mean that such behavior “leads” “with” itself to a desired end. Even a *railway conductor* is responsible for taking the “lead” to make sure that everyone on the train works “together” for a safe trip.
- A *producer* is in charge of creating (“leading” “forth”) films and other theatrical *productions*. This word, frequently associated with elaborate Hollywood productions on the “big screen,” occurs in the saying, “Don’t make a production of it.” (For more *duc, duct* words that share the same prefix, see “Definitions for Teachers” in the *Vocabulary Definitions for Teachers* folder on the *Teacher Resource CD*.)
- The base *duc, duct* has produced many words with interesting histories. Reinforce the important concept that words have semantic histories. The word *produce* refers to the fruits and vegetables “led” “forth” from the ground. (See *Did You Know?* in the *Bonus Pages* folder of the *Teacher Resource CD*.) The meaning comes from the Romans’ belief in Mother Earth as a fertility goddess who physically led plants from the soil.
- The original *educators* in ancient Rome were servants responsible for raising the children of aristocratic families. These servants were charged with “leading” the children “out of” childhood into adulthood by teaching

Activate Background Knowledge

1. Write *duc, duct* on the board. Tell students that this week's lesson focuses on the Latin bases *duc, duct*, which mean "to lead." Tell students that this root is in many familiar words, although sometimes figuring out how the words mean "to lead" can be tricky.
2. Now write *educate, viaduct, abduct, conductor, aqueduct*, and *induct* on the board. Note that some of these words are very familiar and others may be new, but that each of these *duc, duct* words has a prefix to help them figure out the meaning. Ask students to work in pairs and use what they already know about these words or their knowledge of the prefixes to come up with a definition that includes "lead."
3. Invite a few students to share definitions for each word. Note similarities and differences in their definitions. If appropriate, point out how their definitions might be altered

if the words were used in the context of a sentence or conversation.

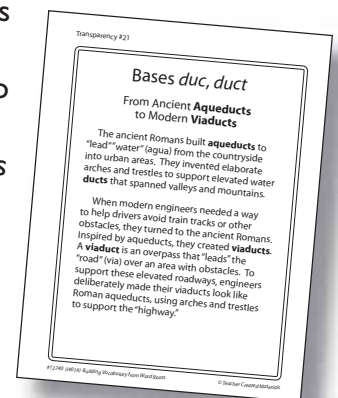
4. Show students **Transparency #20** and ask students to work with their partners once again, this time matching each of the words with the correct definition (*aqueduct* = this "leads" "water" from the country to the city; *abduct* = to "lead" someone "away" and kidnap; *educate* = to "lead" "out" of ignorance and teach; *induct* = to "lead" "into" the Hall of Fame; *conductor* = one who "leads" musicians "together" as they perform; *viaduct* = an overpass that elevates or "leads" the "road" over an obstacle).



Teach New Concepts

5. Ask students to compare their definitions to those on the overhead. Remind them that English words have interesting histories that are sometimes surprising. Ask if anyone recalls how the word *education* came to us from the Romans. **Note:** It was introduced in Level 5. If not, take a moment to share its history (see *Teacher Notes*).
6. Point out the words *aqueduct* and *viaduct*. Briefly ask students to think about how the meanings of these two words are similar and how they are different (e.g., they both have something to do with "leading," but *aqueduct*

is about water and *viaduct* is about roads and vehicles). Now show **Transparency #21**, which explains how modern engineers turned to the ancient Roman system of *aqueducts* to help them created elevated roadways, or *viaducts*, for cars.

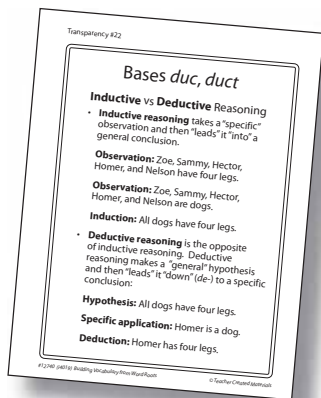


Teach New Concepts (cont.)

7. Using **Transparency #19**, ask students to work in pairs and see if they can figure out what each set of these *duc, duct* words have to do with "lead" (*conduct, conducive, conduit; productive, product, produce; introduce, introductory, introduction; seduce, seductive*). Remind students to use the sentence context and the meaning of each prefix for help. After students have worked together, ask volunteers to share their definitions and explanations for each of the words. As students offer different explanations, reinforce the concept of "lead" in their responses. **Note:** See "Definitions for Teachers" in the *Vocabulary Definitions for Teachers* folder on the *Teacher Resource CD* for more information about each of these words.



8. For further practice, use **Transparency #22** to guide a discussion of the differences between *inductive* and *deductive* reasoning.



Differentiation Strategies

Above Level Support

Have students compile a list of *duc, duct* words introduced in this lesson. Ask them to sort the words into as many categories as possible. For example, students may choose to sort the words by part of speech, suffix, etc.

English Language Support

Find picture clues that may help support students in this lesson. For example, provide a picture of an *aqueduct*. This visual can provide a concrete example of the word and how it is used correctly in context.

Below Level Support

As a preteaching strategy, preview the words that students will see in this lesson. Create a list of any words that students may have trouble pronouncing. Read these words into a listening device and ask students to listen with headphones while reviewing the list in print. For example, you may choose to articulate the words *aqueduct, conducive, abductors*, and *inductive*.

Guided Practice Pages Parts A–E

Guide students through pages B53–B55 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.



Part A: Meet the Root

Students "divide and conquer" a list of words by identifying the word roots. See *Guided Practice Book* page 39.

Latin Bases *duc, duct* = "lead"

Unit II Lesson 7

Divide and Conquer

Part A: Meet the Root

Directions: "Divide" the words below, then "conquer" them by writing the meanings of the prefixes and bases in the blanks. Write the meaning of the whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart.

	Prefix/Base means	Base means	Word means
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2. ductile	X		
3. conducive			
4. seductive			
5. productive			
6. deduction			
7. induce			
8. viaduct	vi- = way, road		
9. introductory			
10. induct			

Definitions

- alluring and tempting
- persuade someone to do something
- overpass or bridge
- effective; yielding results; creative, fertile
- a kidnapping
- preliminary; serving to introduce
- capable of being drawn or hammered thin
- enroll someone in an organization or group
- conclusion or inference
- leading to a desired result; contributive, helpful

Prefix Bank

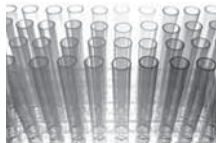
- ab- = away, from
- con- = with, together
- de- = down, off
- in- = in, on, onto
- intro- = inside, within
- pro- = forth, forward
- se- = aside

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Answers

- | | |
|---|--|
| <ol style="list-style-type: none"> away, from + lead = a kidnapping X + lead = capable of being drawn and hammered thin with, together + lead = leading to a desired result; contributive, helpful aside + lead = alluring and tempting forth, forward + lead = effective; yielding results; creative, fertile | <ol style="list-style-type: none"> down, off + lead = conclusion or inference in, on, onto + lead = persuade someone to do something way, road + lead = overpass or bridge inside, within + lead = preliminary, serving to introduce in, on, onto + lead = enroll someone in an organization or group |
|---|--|



Part B: Combine and Create

Students complete sentences with the correct vocabulary words. See *Guided Practice Book* page 40.

Answers

- introductory
- deduction
- induce
- conductive
- productive
- inducted
- ductile
- viaduct
- abduction
- seductive

Unit II Lesson 7

Latin Bases *duc, duct* = "lead"

Part B: Combine and Create

Context Clues

Directions: Study the 10 words from the "Divide and Conquer" activity on page 39. Complete each sentence below with the *duc, duct* word that best fits the context. (You may add suffixes to the words.)

- The grocery store was advertising an _____ offer on a new, low-sodium, spaghetti sauce.
- "Brilliant _____ my dear Watson!" was a favorite saying of the fictional detective, Sherlock Holmes.
- What can I offer to _____ you to study your utmost for the final examination?
- Sitting on the couch all day while eating potato chips is not _____ to physical fitness.
- This weekend, I wrote two papers and read four chapters in my textbook. I made very _____ use of my time.
- He was _____ into the student honorary society because he had maintained a 3.8 grade point average for three semesters in a row.
- Many electricians believe that copper, one of the most supple and _____ metals on Earth, makes the best wire for a house's electrical system.
- Let's take the _____ so that we will not get delayed by the train that cuts through downtown.
- Journalists on all the local news channels were talking about the mysterious _____ of a five-year-old from the public playground.
- The radio announcer had a very attractive and _____ voice that made all listeners want to hear more about the products he was advertising.

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Name _____ Date _____

Diagnostic Pre-test

Directions: Circle the correct answer.

<p>1. An _____ angle measures more than 90 degrees, but less than 180 degrees.</p> <ul style="list-style-type: none"> a. acute b. obscure c. obtuse d. equilateral 	<p>5. Which of the following best defines the word <u>fascism</u>?</p> <ul style="list-style-type: none"> a. a governmental system led and ruled by a dictator who has complete power b. belief that the divine can be understood by the human mind c. the doctrine that there is no God d. belief that human reason, not divine revelation, is the driving force in the universe
<p>2. Which of the following is not a synonym for <u>dispute</u>?</p> <ul style="list-style-type: none"> a. disagreement b. summary c. argument d. conflict 	<p>6. When we establish a <u>chronology</u> of events, we</p> <ul style="list-style-type: none"> a. analyze their social significance. b. excavate ruins. c. study them by the regions in which they occurred. d. arrange them by the dates of their occurrence.
<p>3. Which of the following means “a state of society without government or law”?</p> <ul style="list-style-type: none"> a. anemic b. anomaly c. anarchy d. apathy 	<p>7. We say that rocks are <u>insensate</u> because</p> <ul style="list-style-type: none"> a. no one knows for sure how they are formed. b. they are hard when we sit on them. c. they have no feeling. d. they cannot be digested.
<p>4. A <u>parasite</u> is a person who</p> <ul style="list-style-type: none"> a. always contradicts himself or herself. b. is afflicted with a chronic illness. c. has made a great deal of money. d. lives off of others without offering anything in return. 	<p>8. Which of the following words means “an overpass”?</p> <ul style="list-style-type: none"> a. aqueduct b. conduction c. production d. viaduct