



Description

This lesson is designed to help students identify Latin roots and understand that roots are word parts with specific meanings. The ability to distinguish roots helps students develop word identification strategies for multisyllabic words, enhances vocabulary development, and serves as a foundation for understanding word structure.

TEACHER TIPS

Unlike base words that can stand alone, roots are parts of words that usually cannot make a word without a completer, such as a prefix and/or a suffix. Knowing Latin roots, prefixes, and suffixes can help unlock the meanings of many words. However, students should understand that Latin roots provide a clue to the word meaning but are not a direct translation from the Latin.

When separating prefix and suffixes from the root, it is good to be consistent. In this lesson, the prefix and suffix are circled and the root is underlined.

PREPARATION/MATERIALS

- Index cards

Warm-up

Display a list of words that contain the root **ject**, such as **reject**, **inject**, **eject**, **object**, **project**.

Read the list together. Ask students if they know the meanings of any of these words. Have students identify the one thing that all these words have in common.

Then, have students go through the list, underline the root **ject**, and circle the prefixes and suffixes.

Direct Instruction

say Today we are going to learn a way to help us determine meanings of Latin-based words that we may not know. We know that Latin-based words are often made up of a prefix, root, and/or suffix. If we know the meaning of each word part, we can often get an idea of the meaning of the whole word.

Display the word **reject**. Read it aloud to students.

Let's look at this word, **reject**. We see the prefix **re-** at the beginning of the word.

Circle the prefix: **reject**

The root in this word is **ject**, which comes to English from Latin. The root **ject** means to throw. The root carries the basic meaning of the word, and the prefix adds to or changes that meaning in some way.

Underline the root: **reject**

Let's look at this word in parts now. The prefix **re-** means back or again, and now we know that the root **ject** means to throw. So what does the word **reject** mean?

It probably has something to do with **throwing back**. Listen to this sentence: **The man's job was to check and reject any broken glass tubes.** The man has to throw back, or **reject**, the defective glass tubes.

Using an index card, write the root **ject** on one side and the definition **to throw** and a key word **reject** on the other side. As you instruct on additional roots (see the Adaptations section), you will develop a root deck for students to use for review as needed.


Guided Practice

 *Let's look at some words and try to find the meanings by looking at each of the word parts.*

Display the word **project**, and read it aloud with students (pronounce it as a verb).

 *First, we need to find the prefix and circle it. What is the prefix? (**pro-**) Now, what is the root? (**ject**)*

Circle and underline word parts: **project**

 *Let's try to find the meaning of the whole word now. What does the prefix **pro-** mean? (forward) And do you remember what **ject** means? (to throw) So what does the word **project** probably mean? (to throw something forward)*

 *Here is a sentence that uses the word **project**: **The machine was able to project the picture clearly on the wall.** The image of the picture was thrown forward onto the wall.*

Display the words **object** (pronounced as a verb) and **inject**. Ask students to take turns following these steps to identify the parts of the word and determine the meaning of the whole word.

Ask students to take turns following these steps to identify the parts of the word and determine the meaning of the whole word.

Step 1: Circle the prefix and underline the root.

Step 2: Identify the meaning of the prefix and the root.


Step 3: Decide what the whole word probably means, and use it in a sentence.


object: ob (against) + ject (to throw) = to throw up an argument against something


inject: in (into) + ject (to throw) = to throw something in, like ideas into a conversation

Independent Application

Display these words: **ejected, objected, projector, reject, injected**. Have students work independently. Give each student a piece of paper, and ask them to number it 1-5 on separate lines.

 *I am going to read five sentences to you. Listen to each sentence, and decide which word on the board could be used in place of some of the words in the sentence. Write the word that fits with each sentence you hear.*

 *Sentence 1: **We watched a movie using a machine that threw the images forward onto a screen.** What one word could you substitute for the words “machine that threw the images forward onto a screen”? (projector)*

 *Sentence 2: **If basketball players are too rough during a game, they will be thrown out.** What one word could you substitute for “thrown out”? (ejected)*

 *Sentence 3: **I didn't agree with what my friend said, so I threw another idea against his.** What one word could you substitute for “threw another idea against his”? (objected)*

☞ Sentence 4: **My sister is very funny, and her stories always have humor thrown in.** What one word could you substitute for “thrown in”? (injected)

☞ Sentence 5: **When we went apple picking, I made sure to throw back any apples that were rotten.** What one word could you substitute for “throw back”? (reject)

Wrap-up

Check students’ understanding.

☞ **say** What is the meaning of the root **ject**? (throw) How can root meanings help us when we read unfamiliar words? (They give us clues about the meaning of the words.)

Use students’ responses to guide your choice of activities in the Adaptations section below.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: For students who are struggling to identify the correct meaning of roots, use the deck of cards with the root meanings and key words to review the meanings of each root.

Option 2: Give students a set of words with a particular root and ask them to identify the root by underlining it in each word. Discuss the meaning of each word as it relates to the root.

FOR STUDENTS READY TO MOVE ON

Option 1: For students who have learned more than one root meaning, create a sheet that has mixed roots on one half and their definitions on the other half (out of order.) Ask students to match the root to its definition by connecting them with a line.

Option 2: Have students create words by combining prefixes and suffixes with the root they have learned. Discuss how the meaning of the root relates to the meaning of the words they have created.

List of Latin roots and meanings:

ject (to throw)
tract (to drag, pull)
duct (to lead)
struct (to build, form)

port (to carry)
tact (to touch)
dict (to say)
spect (to look, see, watch)
scrib (to write)
pel (to drive, push)
rupt (to break)
fer (to bear, carry)
form (to make)
vis (to see)
aud (to hear)
voc (sound, voice)

List of prefixes that can combine with roots:

in-, de-, re-, pro-, ex-, ob-, sub-, inter-, contra-, con-, trans-

List of suffixes that can combine with roots:

-ed, -ing, -or, -s, -able/-ible

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.