

Moving With Your Roots

Grade Level or Special Area: 7th Grade

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Length of Unit: 10 lessons, one/month; each lesson spread over five days, 10-15 minutes/day

I. ABSTRACT

This unit on Greek and Latin roots of English uses the “learning through movement” approach (Total Physical Response developed by Dr. James Asher). Multi-sensory activities (hearing, doing meaningful gestures, seeing, saying, reading, writing) promote rapid acquisition and long-term retention. Review games and activities sequence into vocabulary exercises where students apply knowledge of these roots to English terms. Review of the Greek and Latin roots from Grade 6 Core Knowledge is included. Students are initially given an historical background to the history of the English language that links to the Core Knowledge history learned in previous years.

II. OVERVIEW

A. Concept Objectives

1. Understand that Greek and Latin ideas and words have contributed to English etymology.
2. Develop an awareness of how to identify Greek and Latin roots and phrases to comprehend text. (Colorado State Standard: Reading and Writing Grade Level Expectation 7.1.G)

B. Content from the *Core Knowledge Sequence*

1. Grade 7: English; Writing, Grammar, and Usage: Vocabulary (p. 159)
2. Grade 6: English; Writing, Grammar, and Usage: Vocabulary (pp. 134-135)
3. Ancient Greece and Ancient Rome, Grade 6: History and Geography (*Core Knowledge Sequence*, pp. 138-139)

C. Skill Objectives

1. Students understand that English vocabulary has been influenced by Greek and Roman civilizations and languages.
2. Students can identify the meaning of the targeted Greek and Latin roots.
3. Students can identify at least one English word that uses each root. (Colorado Grade Level Expectations, Reading and Writing, 7.3.H.).
4. Students can use resources such as dictionaries to check for Greek or Latin etymology, spelling and meaning.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Le Mot Juste, A Dictionary of Classical & Foreign Words & Phrases*, by John Buchanan-Brow, et al.
2. “English Etymology” in the Introduction of *Wheelock’s Latin* by Frederick M. Wheelock

B. For Students

1. Norman Conquest, Grade 4: History and Geography: Europe in the Middle Ages: (*Core Knowledge Sequence*, pp. 91-92)
2. Copernicus and Galileo, Grade 5: History and Geography: Renaissance and the Reformation: Reformation (*Core Knowledge Sequence*, p. 114)

3. Ancient Greece and Ancient Rome, Grade 6: History and Geography (*Core Knowledge Sequence*, pp. 138-139)
4. *History & Geography (6th Level)*, Pearson Learning Core Knowledge, chapter 3, especially pp. 93-94
5. Grade 6: Vocabulary (*Core Knowledge Sequence*, pp. 134-135)

IV. RESOURCES

- A. Several good English dictionaries (ideally a class set) that include Greek and Latin roots in the definitions (the author used *Webster's New World Dictionary of the American Language, College Edition*, World Publishing Company, 1962. Library of Congress Catalog Number: 64-12965)
- B. Wall size world map or standard globe

V. LESSONS

Lesson One: English Etymology: Where Did English Come From? (one day, approximately 20 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand that Greek and Latin ideas and words have contributed to English etymology
 2. Lesson Content
 - a. Norman Conquest, Grade 4: History and Geography: Europe in the Middle Ages: (*Core Knowledge Sequence*, pp. 91-92)
 - b. Copernicus and Galileo, Grade 5: History and Geography: Renaissance and the Reformation: Reformation (from the *Core Knowledge Sequence*, p. 114)
 - c. Ancient Greece and Ancient Rome, Grade 6: History and Geography (*Core Knowledge Sequence*, pp. 138-139)
 - d. Grade 6: Vocabulary (*Core Knowledge Sequence*, pp. 134-135)
 3. Skill Objective(s)
 - a. Students will identify Greek and Latin as two languages that have contributed to English words and ideas.
 - b. Students identify languages spoken by ancient Greeks and ancient Romans.
- B. *Materials*
 1. Appendix A, chart of the history of English, make into an overhead transparency
 2. Appendix B, Background Information for the History of the English Language – teacher reference, suggested content and assessment questions
 3. Appendix C, English Language Addition, made into a transparency or written on the board
 4. World map or globe
- C. *Key Vocabulary*
 1. Romance languages – languages that came from Latin via Roman civilization [Note: “Romance” must be capitalized for this meaning]
 2. Etymology – Greek for “study of the real or true” (meanings of words)
 3. Anglo-Saxons: the group of people living in Britain from AD 449 on. Anglo-Saxon is the language spoken by these people groups.
 4. Heliocentric – Greek for “having the sun as the center” from Copernicus’ theory (Grade 5: History, *Core Knowledge Sequence*, p. 114)

5. Atom- Greek for “that which can’t be cut or divided” (Grade 7: Science, *Core Knowledge Sequence*, p. 175)
6. Democracy – Greek for “ruled by the people” (Grade 6: History, *Core Knowledge Sequence*, p. 138)
7. Echo – Greek mythology (Grade 6: English, *Core Knowledge Sequence*, p. 136)
8. Magnificent, from the Latin root *MAGNUS*, meaning “large or great” (Grade 6: English: Vocabulary, *Core Knowledge Sequence*, p. 136)
9. Decade, from the Latin root *DECEM*, meaning “ten” (Grade 6: English: Vocabulary, *Core Knowledge Sequence*, p. 136)
10. Aquarium, from the Latin root *AQUA*, meaning “water” (Grade 6: English: Vocabulary, *Core Knowledge Sequence*, p. 136)

D. *Procedures/Activities*

1. Provide a brief review of Ancient Greece and the contributions of Greek culture provided in Appendix B, #2. Use Appendix A as an overhead, uncovering it progressively as you discuss the history of the English language. Use a map or globe to show location of Greece.
2. Provide a brief review of Ancient Rome and how Roman culture developed (provided in Appendix B, #3), referring to the second row on the overhead of Appendix A. Use a map or globe to show the location of Rome.
3. Provide a brief review of how Christianity spread through the Roman Empire (see Appendix B, #4), especially that the conversion of Emperor Constantine influenced the Christian church to use Latin as the primary language of religious matters. Continue to use Appendix A as an overhead, uncovering the related portion.
4. Using a map or globe, show where different languages developed that come directly from Latin, called Romance languages (see Appendix B, #5): France (French), Spain (Spanish), Italy (Italian), and Portugal (Portuguese). Uncover the related portions of the overhead of Appendix A.
5. Explain how Latin and French came to Britain (see Appendix B, #6), continuing to refer to Appendix A as an overhead, uncovering the last section. Use a map or globe to show the location of Britain and Normandy.
6. Explain how Latin has been woven into English, using **aqua**, **magnus**, **decem**, and **phone**. Ask students for English words that use these roots. (Suggested procedures are in Appendix B, #7.)
7. Explain how Greek roots continued to be borrowed in English for new terms (See Appendix B, #8).
8. Bringing closure: write the “English Language Addition” formula from Appendix C on the board or use an overhead and fill in the blanks (the underlined words below) as you go through the following summary.
There are two ancient languages that have contributed significantly to forming English: Greek ideas and words were borrowed by Roman scholars and passed into Latin, and then from Latin into English. Latin spread through the Roman influence, culture, and conquests. Latin continued to be used in education and in religious settings even throughout the Middle Ages. Latin slowly changed into French spoken in Gaul (France) during more than 1000 years. In AD 1066, the Normans brought French to Britain under Norman rule, starting. Add this to Anglo-Saxon that was already spoken in Britain, and all these languages, added in varying quantities, made up the English language as we recognize it by the time of Shakespeare.

- E. *Assessment/Evaluation*
1. Oral questions to evaluate knowledge, analysis, and synthesis of content (see Appendix B: Assessment Questions).

Lesson Two: September’s Roots and Phrases (five days, approximately 10-15 minutes/day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Identify that English has been influenced by Greek and Roman ideas and languages.
 - b. Develop an awareness of how to identify Greek and Latin roots to comprehend text.
2. Lesson Content
 - a. [Note to Teacher: The Greek and Latin roots for this unit are all in the Grade 7 Vocabulary in the *Core Knowledge Sequence*, page 159. The monthly selection of the roots in this unit differs from the *Core Knowledge K-8 Guide* which proposes teaching the roots in alphabetical order. However, teaching similar roots like *AB* and *AD* or *HYPHER* and *HYPHO* in close proximity can cause unnecessary confusion of those terms and slow or muddle the learning process. The monthly selection of roots here are intentionally *not* in alphabetical order to avoid that confusion.]
 - b. *AD* [L] - to, forward
 - c. *BENE* [L] - good/well (pronounced /be-ne/)
 - d. *FRAGILIS* [L] – breakable (pronounced /frah – ji-lis/)
 - e. *RE* [L] - back, again (pron. /reh/)
 - f. *SUB* [L] – under
 - g. *VOCO* [L] – call (pron. /voh-coh/) [NB: In Classical Latin, the “v” is pronounced like a “w” making this /wo-ko/ which may confuse the students unnecessarily. The Latin used in the Middle Ages used the /v/ sound as we do in English. Most students (unless they are studying Classical Latin), will probably learn more quickly if you pronounce the “v” in traditional English manner. Core Knowledge schools in which Classical Latin is taught may opt to use classical pronunciation.]
 - h. Four roots to review from Grade 6 Vocabulary (pp. 134-135): *AQUA* = water; *DECEM* = ten; *MAGNUS* = great; *PHONE* = sound or voice
3. Skill Objective(s)
 - a. Students understand that English vocabulary has been influenced by Greek and Roman civilizations and languages
 - b. Students can demonstrate the meaning of ten selected Greek and Latin roots by gestures and in oral and written forms.
 - c. Students can identify at least one English word that uses each root.
 - d. Students will learn dictionary skills to discern if a word has a specific Greek or Latin root, and how that root contributes to the English definition.

B. *Materials*

1. At least several good English dictionaries that have etymological notes (e.g., *Webster’s New World Dictionary of the American Language*); it is preferable to have a class set so that all students can learn dictionary skills to verify if an English word has a certain root
2. Appendix C, English Language Addition for review of Lesson One

3. Appendix D, Procedures for Learning Roots Through Gestures
 4. Write the Greek and Latin roots for September on large cards or strips of paper (8 ½" x 3 ½") so that the class can comfortably read them when you hold them up; write the English definition on the back for your own reference; laminating these cards can be helpful
 5. Appendix E, Different Methods of Oral Review
 6. Appendix F (p. 1), September Teacher Reference: Roots, Suggested Gestures, etc.
 7. Appendix G (p. 1), September Worksheet (one per student)
 8. Appendix H, Quiz 1 – September Roots (one per student)
 9. Appendix H, Key Quiz 1
- C. *Key Vocabulary*
1. *Ad* - advocate, advance, adverb
 2. *Bene* - beneficial, benefit
 3. *Fragilis* - fragile, fragment
 4. *Re* - react, reply, return
 5. *Sub* - subdue, subject, subtract, submarine
 6. *Voco* - vocal, voice, vociferous
 7. *Aqua* - aquarium, aquatic
 8. *Decem* - decade, decimal
 9. *Magnus* - magnificent, magnify
 10. *Phone* - telephone, phonograph
- D. *Procedures/Activities*
1. [Note to Teacher: the entire procedure for teaching the roots through gestures over five days is given in Appendix D. These procedures should be followed for best application of Total Physical Response (TPR) methods.]
 2. **DAY 1:** Briefly review Appendix B or C with students, either orally or with a visual on the board or overhead (1 minute) to review why English has so many Greek and Latin roots.
 3. Refer to the suggested gestures in Appendix F, September Teacher Reference (page 1) and use the procedures described in Appendix D, for “DAY 1” to teach *AD, BENE, FRAGILIS, RE, SUB, VOCO*.
 4. **DAY 2:** Follow the procedures for “DAY 2” in Appendix D to review the roots from Day 1 and introduce the two Grade 6 review roots (*AQUA* and *DECEM*), referring to Appendix F, page 1, for suggested gestures and possible English vocabulary.
 5. **DAY 3** – Have a volunteer student be the “teacher” as described in Appendix E (Different Methods of Review), acting as “Volunteer Teacher – Level 1”.
 6. Follow the procedures in Appendix D for “DAY 3” to introduce the last two Grade 6 review roots: *MAGNUS* and *PHONE*.
 7. Distribute Appendix G: September Worksheet (page 1), one per student.
 - a. Model for students how to look words up in a dictionary and find the Greek or Latin roots noting where the dictionary indicates if the word is from Greek or Latin. Look up “benefactor.” The dictionary you use may have you refer to a previous entry such as “benefaction” to see the roots broken down to *BENE* (well) + *FACERE* (to do). If the students have not been taught a Greek or Latin root (e.g., *FACERE*), only focus on the root they do know.
 - b. Have the students write “benefactor” in the blank under the column labeled “English Words” for *BENE*.

- c. Have the students analyze “benefit” on the back of the worksheet. First have them write the word and underline it. Underneath that, have them write the root word, *BENE* = “good, well.” Under that, have them write a short definition. This is what they should have written:

benefit

Root: *BENE* = good, well

Definition: anything contributing to an improvement, an advantage

- d. Guided Practice: Have the students look up the word “advocate.” *Webster’s New World Dictionary* lists the roots as *AD* and *VOCARE*. Explain that different dictionaries may use a different form of *VOCO* and by reading the meaning you can tell if the root is actually the same. In this case *VOCO* and *VOCARE* are the same root. (Literally, *VOCO* means “I call” and *VOCARE* means “to call.”)
- e. Help students find another word that uses the Latin root *AD* and have them record it on the worksheet. See if students can find several different English words that have *AD* as a root. Have them write one of the words in the blank under the column labeled “English Words” for *AD*.
- f. You can assign the rest of this worksheet as homework or have them do this in class.
8. **DAY 4** – Have students turn in their September Worksheet. Go over correct responses orally. (Use Appendix F, p. 1, September Teacher Reference, to provide correct responses and for grading the worksheet.)
9. Follow the procedures for “DAY 4” in Appendix D to review all ten roots using one of the alternate methods for review games in Appendix E.
10. Choose one or two English words that have developed from Greek and Latin roots for September (see Appendix F, page 1), and have students analyze them on the board, writing the English, the root, and the definition as described in Appendix D, “DAY 4” in item #5.
11. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz.) Follow procedures for “DAY 5” in Appendix D to review roots.
12. Administer Quiz 1, Appendix H.

E. *Assessment/Evaluation*

1. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots
2. Written assessment (Quiz 1)

Lesson Three: October’s Roots & Phrases (five days, approximately 10-15 minutes/day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of how to identify Greek and Latin roots to comprehend text.
2. Lesson Content
 - a. *AUTO* [Gk] – self (pronounced /otto/)
 - b. *CIRCUM* [L] – around (pron. /sir-cum/) [NB: In Classical Latin, the “c” is pronounced with a hard “k” sound, making the pronunciation /keer

kum/. Like the “v” in Lesson 2, this may be unnecessarily confusing to students. Unless the students are also learning Classical Latin, it will be easier to use the pronunciation from the Middle Ages which is closer to English.]

- c. *HYPER* [G] – over, beyond (pron. /hī – per/)
- d. *MALUS* [L] – bad (pron. /mah-lus/)
- e. *POLIS* [G] – city (pron. /poh – liss/)
- f. *TRANS* [L] – across
- g. Four roots to review from Grade 6 Vocabulary (p. 134-135): *BI* = two; *DUO* = two; *TRI* = three; *UNUS* = one

3. Skill Objective(s)

- a. Students can demonstrate the meaning of ten selected Greek and Latin roots by gestures and in oral and written forms.
- b. Students can identify at least one English word that uses each root.
- c. Students will learn dictionary skills to discern if a word has a specific Greek or Latin root, and how that root contributes to the English definition.

B. *Materials*

1. At least several good English dictionaries that have etymological notes
2. Appendix D, Procedures for Learning Roots Through Gestures
3. Write the Greek and Latin roots for October on large cards or strips of paper (8 ½” x 3 ½”) so that the class can comfortably read them when you hold them up. Write the English definition on the back for your own reference. Use a different color paper as for the September roots. Laminating these cards can be helpful.
4. Appendix E, Different Methods of Oral Review
5. Appendix F (pp. 1-2), Sept.-Oct. Teacher Reference: Roots, Suggested Gestures, etc.
6. Appendix G (p. 2), October Worksheet (one per student)
7. Appendix I, Quiz 2 – October Roots (one per student)
8. Appendix I, Key Quiz 2

C. *Key Vocabulary*

1. *Auto* – automobile, autocrat, automatic
2. *Circum* – circulate, circumference, circumlocution
3. *Hyper* – hypertension, hyperactive
4. *Malus* – malady, malice
5. *Polis* – metropolis, political
6. *Trans* – transfer, transcontinental
7. *Bi* – bisect, bipartisan, biceps
8. *Duo* – duplex, duplicate, duplicity
9. *Tri* – trilogy, triangle, triple, triplet, triplicity, tripod
10. *Unus* – unanimous, unilateral

D. *Procedures/Activities*

1. **DAY 1:** Review the roots, gestures, and meanings of September’s roots (Appendix F, p. 1).
2. Referring to the suggested gestures in Appendix F (page 3), October Teacher Reference, use the procedures described in Appendix D, for “DAY 1” to teach *AUTO*, *CIRCUM*, *HYPER*, *MALUS*, *POLIS*, and *TRANS*.

3. **DAY 2:** Follow the procedures for “DAY 2” in Appendix D to review the roots from Day 1 and introduce the two Grade 6 review roots (*BI* and *DUO*), referring to Appendix F, page 2, for suggested gestures and possible English vocabulary.
4. **DAY 3** – Have a volunteer student be the “teacher” as described in Appendix E, #1-3, (Different Methods of Oral Review with Movement). Include roots from previous September.
5. Follow the procedures in Appendix D for “DAY 3” to introduce two more Grade 6 review roots, *TRI* and *UNUS* and incorporate them into the overall review.
6. Distribute Appendix G (page 2), October Worksheet, one per student.
7. Have students look up “advocate” and analyze together how *AD* and *VOCO* contribute to the definition of “advocate.” Have the students write the following on the back of their worksheet:
Advocate
Roots: AD = to, toward VOCO = call
Definition: To speak in support of something
8. Have students look up “circulate” and analyze together how *CIRCUM* (around) contributes to the definition of “circulate.” Have the students write the following on the back of their worksheet:
Circulate
Root: CIRCUM = around
Definition: To move in a circle or a circuit
 (Note: A written analysis of “advocate” and “circulate” done in this way will be on the October quiz. It is important for the teacher to give lots of modeling of this format, especially in the early months of the unit.)
9. Have the students start the October worksheet. Guide them in using the dictionary if they are unsure of how to find English words’ roots. Assign the remainder of the worksheet as homework or have them finish it in class at your discretion.
10. **DAY 4** – Have students turn in their October Worksheet. Go over correct responses orally. (Use Appendix F, p. 2, October Teacher Reference, to provide correct responses and for grading the worksheet.)
11. Follow the procedures for “DAY 4” in Appendix D to review all ten new roots and ten roots from September using one of the alternate methods for review games in Appendix E and to analyze some of the English words for the roots provided in Appendix F, pages 1-2.
12. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz.) Follow procedures for “DAY 5” in Appendix D to review roots.
13. Administer Quiz 2, Appendix I.

E. *Assessment/Evaluation*

1. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots
2. Written assessment (Quiz 2)

Lesson Four: November’s Roots and Phrases (five days, approximately 10-15 minutes/day)

A. *Daily Objectives*

1. Concept Objective(s)

- a. Identify that English has been influenced by Greek and Roman civilization via Greek and Latin roots.
 - b. Develop an awareness of how to identify Greek and Latin roots to comprehend text.
2. Lesson Content
- a. *CHRONOS* [G] – time (pronounced /kroh noss/)
 - b. *DEMOS* [G] – people (pron. /deh moss/)
 - c. *EX* [L] – from, out of
 - d. *JUDEX* [L] a judge (pron. /joo dex/) [NB: In Classical Latin this is pronounced “yoo-dex.”]
 - e. *PAN* [G] – all
 - f. *SEQUOR* [L] – follow (pron. /seh kwor/)
 - g. Four roots to review from Grade 6 Vocabulary (p. 134-135): *ANNUS* = year; *GE* = earth; *MIKROS* = small; *OMNIS* = all
3. Skill Objective(s)
- a. Students will identify Greek and Latin as two languages that have contributed to English words and ideas.
 - b. Students can demonstrate the meaning of ten selected Greek and Latin roots by gestures and in oral and written forms.
 - c. Students can identify at least one English word that uses each root.
 - d. Students will learn dictionary skills to find English words that use the Greek and Latin roots

B. *Materials*

1. Appendix A, Chart of the history of the English language
2. At least several good English dictionaries that have etymological notes
3. Appendix D, Procedures for Learning Roots Through Gestures
4. Write the Greek and Latin roots for November on large cards or strips of paper (8 ½” x 3 ½”) with the English definition written on the back. Use a different color paper as for the September or October roots.
5. Appendix E, Different Methods of Oral Review
6. Appendix F (pp. 1-3), Sept.-Nov. Teacher Reference: Roots, Suggested Gestures, etc.
7. Appendix G (page 3), November Worksheet (one per student)
8. Appendix J, Quiz 3 – November Roots (one per student)
9. Appendix J, Key Quiz 3 – November Roots

C. *Key Vocabulary*

1. *Chronos* [G] – chronological, chronic
2. *Demos* [G] – democracy, epidemic, [**not** “demonstrate”]
3. *Ex* [L] – exclaim, exhaust, express, expect
4. *Judex* [L] – judge, prejudice, judicial
5. *Pan* [G] – panorama, panacea, Pan-American, Pan-German
6. *Sequor* [L] – sequel, subsequent
7. *Annus* [L] - annual, anniversary
8. *Ge* [G] – geology, geography
9. *Mikros* [G] – microscope, microfilm, microcosm
10. *Omnis* [L] – omnipotent, omniscient, omnipresent

D. *Procedures/Activities*

1. **DAY 1:** Show the overhead of Appendix A and briefly review the history of the English language, making sure students can identify the language of Rome as Latin.
2. Review the roots, gestures, and meanings of September's and October's roots (refer to Appendix F, pages 1-2)
3. Referring to the suggested gestures in Appendix F, page 3 (November Teacher Reference), use the procedures described in Appendix D, for "DAY 1" to teach *CHRONOS*, *DEMOS*, *EX*, *JUDEX*, *PAN*, and *SEQUOR*.
4. **DAY 2:** Follow the procedures for "DAY 2" in Appendix D, to review the roots from Day 1 and introduce the two Grade 6 review roots (*ANNUS* and *GE*), referring to Appendix F, page 3, for suggested gestures and possible English vocabulary.
5. **DAY 3** – Use one of the methods described in Appendix E (Different Methods of Review) to quickly review all eight roots for the current month. After students have had several times to review these roots, include roots from previous months.
6. Follow the procedures in Appendix D for "DAY 3" to introduce two more Grade 6 review roots: *MICROS* and *OMNIS* and incorporate them into the overall review.
7. Distribute Appendix G (page 3), November Worksheet, one per student.
8. Have students look up "automatic" and analyze together how *AUTO* (self) contributes to the definition (something that moves/operates as if by itself). Have them write this on the back of their worksheets in the following way:
automatic
Root: AUTO = self
Definition: moving (as if) by itself
9. Do the same with "subsequent." Ask if they can find both roots (*SUB* – under, and *SEQUOR*- follow). Ask for ideas of how the meanings of the roots contribute to the definition of "subsequent" (something that comes after, something that follows after). Have them write the word, root, and definition on the back of the worksheet:
subsequent
Roots: SUB = under SEQUOR = follow
Definition: something that comes after
10. Have the students start the November worksheet. Guide them in using the dictionary if they are unsure of how to find English words' roots. Assign the remainder of the worksheet as homework or have them finish it in class at your discretion.
11. **DAY 4** – Have students turn in their November Worksheet. Go over correct responses orally. (Use Appendix F, p. 3, November Teacher Reference, to provide correct responses and for grading the worksheet.)
12. Follow the procedures for "DAY 4" in Appendix D to review all ten new roots and the roots for previous months using one of the alternate methods for review games in Appendix E. Analyze some of the English words for the roots provided in Appendix F, pp. 1-3, using the process described in Appendix D for "DAY 4."
13. Make a list on the board of any English words with Greek or Latin roots that students are using in their different subject areas (history, science, literature).
14. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before "Day 5" in order to allow them to have the worksheet to review for the quiz.) Follow procedures for "DAY 5" in Appendix D to review all 30 roots, with particular emphasis on the most recent ten roots.

15. Administer Quiz 3, Appendix J.

E. *Assessment/Evaluation*

1. Oral responses (for history of the English language)
2. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots
3. Written assessment (Quiz 3)

Lesson Five: December's Roots and Phrases (five days, approximately 10-15 minutes/day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of how to identify Greek and Latin roots to comprehend text.
2. Lesson Content
 - a. *CELER* [L] – swift (pronounced /sell-er/ or in Classical Latin, /kell er/)
 - b. *FINIS* [L] – end (pronounced /fee nees/)
 - c. *MORPHE* [G] – form (pron. /mor feh/)
 - d. *SCRIBO* [L] – write (pron. /scree boh/)
 - e. *SOLVO* [L] – loosen (pron. /sol voh/, or in Class. Latin, /sol woh/)
 - f. *VALEO* [L] – be strong (pron. /val eh oh/, or in Class. Latin, /wah leh oh/)
 - g. Four roots to review from Grade 6 Vocabulary (p. 134-135): *ASTRON* = star; *DICO* or *DICTUM* = say, thing said; *PHOTO* = light; *THERMOS* = heat
3. Skill Objective(s)
 - a. Students can demonstrate the meaning of ten selected Greek and Latin roots by gestures and in oral and written forms.
 - b. Students can identify at least one English word that uses each root. Students will learn dictionary skills to find English words that use the Greek and Latin roots.

B. *Materials*

1. At least several good English dictionaries that have etymological notes, preferably a class set
2. Appendix D, Procedures for Learning Roots Through Gestures
3. Write the Greek and Latin roots for December on large cards or strips of paper (8 ½" x 3 ½") with the English definition written on the back. Use a different color paper as for the previous roots, if possible.
4. Appendix E, Different Methods of Oral Review
5. Appendix F (pp. 1-4), Sept.-Dec. Teacher Reference: Roots, etc.
6. Appendix G (p. 4), December Worksheet (one per student)
7. Appendix K, Quiz 4 – December Roots (one per student)
8. Appendix K, Key to Quiz 4 – December Roots

C. *Key Vocabulary*

1. *Celer* [L] – accelerate, celerity
2. *Finis* [L] – confine, finality, finish
3. *Morphe* [G] – metamorphosis, amorphous
4. *Scribo* [L] – scribble, inscribe, scribe, Scripture, manuscript
5. *Solvo* [L] – solution, dissolve, solvent
6. *Valeo* [L] – prevail, valiant, valor, value

7. *Astron* [G] – astronaut, astronomy, astral, aster
8. *Dico* or *dictum* [L] - dictation, dictionary, edict, dictator, predict
9. *Photo* [G] photograph, photon, photocopy
10. *Thermos* [G] – thermostat, thermometer, photothermic

D. *Procedures/Activities*

1. **DAY 1:** Review the roots, gestures, and meanings of the roots from September through November (refer to Appendix F, pages 1-3)
2. Referring to the suggested gestures in Appendix F, page 4 (December Teacher Reference), use the procedures described in Appendix D, for “DAY 1” to teach *CELER*, *FINIS*, *MORPHE*, *SCRIBO*, *SOLVO*, and *VALEO*.
3. **DAY 2:** Follow the procedures for “DAY 2” in Appendix D to review the roots from Day 1 and introduce the two Grade 6 review roots (*ASTRON* and *DICO* or *DICTIONUM*), referring to Appendix F, page 4, for suggested gestures and possible English vocabulary.
4. **DAY 3** – Use one of the methods described in Appendix E (Different Methods of Review) to quickly review all eight roots for the current month. After students have had several times to review these roots, include roots from previous months.
5. Follow the procedures in Appendix D for “DAY 3” to introduce two more Grade 6 review roots (*PHOTO* and *THERMOS*) and incorporate them into the overall review.
6. Distribute Appendix G (p. 4): December Worksheet, one per student.
7. Write the word “dissolve” on the board. Have students look it up and copy it on the back of their worksheet. Ask them to write underneath it the Greek or Latin root for this word (*SOLVO*, loosen). Model this on the overhead or board. Ask them for suggestions for how the meaning of the root contributes to the definition of “dissolve” (to melt or liquefy – which makes it seem “looser”). Have them write the definition underneath that. This is what it should look like:
dissolve
Root: SOLVO – loosen
Definition: to melt or liquefy
8. Write the word “benediction” on the board. Ask if students to identify the two roots (*BENE* means “good” and *DICTIONUM* means “say”). Have them write the roots and meanings of the roots underneath. Ask how the meaning of these roots contributes to the English definition (literally “something said that is good” or something said that is a blessing on another person). Have them write the definition underneath. This is what it should look like:
benediction
Roots: BENE – good DICTIONUM – something said
Definition: a blessing or giving of thanks
9. Have the students start the December worksheet. Guide them in using the dictionary to find English vocabulary that uses the roots. Assign the remainder of the worksheet as homework or have them finish it in class at your discretion.
10. **DAY 4** – Have students turn in their December Worksheet. Go over correct responses orally. (Use Appendix F, p. 4, December Teacher Reference, to provide correct responses and for grading the worksheet.)
11. Follow the procedures for “DAY 4” in Appendix D to review all ten new roots first, and then all the review roots using one of the alternate methods for review games in Appendix E. Analyze some of the English words for the roots provided in Appendix F, pp. 1-4, using the process described in Appendix D for “DAY 4.”

12. Make a list on the board of any English words with Greek or Latin roots that students are using in their different subject areas (history, science, literature).
 13. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz.) Follow procedures for “DAY 5” in Appendix D to review roots.
 14. Administer Quiz 4, Appendix K.
- E. *Assessment/Evaluation*
1. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots
 2. Written assessment (Quiz 4)

Lesson Six: January’s Roots and Phrases (approximately five days, 10-15 minutes each day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Identify that English has been influenced by Greek and Roman civilization via Greek and Latin roots.
 - b. Develop an awareness of how to identify Greek and Latin roots to comprehend text.
 2. Lesson Content
 - a. *AUDIO* [L] – hear (pronounced /ow dee oh/ or /ah dee oh/)
 - b. *CRESCO* [L] – grow (pron. /kres koh/)
 - c. *ERRO* [L] – wander, stray (pron. /err oh/)
 - d. *JACOO* [L] – throw (pron. /jah see oh/ or in Class. Latin, /yah kee oh/)
 - e. *NEOS* [G] – new (pron. /nee os/)
 - f. *TENDO* [L] – stretch
 - g. Four roots to review from Grade 6 Vocabulary (p. 134-135): *CENTUM* = hundred; *HYDOR* [G] = water [NB: *aqua* is “water” in Latin]; *PRIMUS* = first; *QUARTUS* = fourth
 3. Skill Objective(s)
 - a. Students will identify Greek and Latin as two languages that have contributed to English words and ideas.
 - b. Students can demonstrate the meaning of ten selected Greek and Latin roots by gestures and in oral and written forms.
 - c. Students can identify at least one English word that uses each root. Students will learn dictionary skills to find English words that use the Greek and Latin roots.
- B. *Materials*
1. Appendix C, English Language Addition
 2. At least several good English dictionaries that have etymological notes
 3. Appendix D, Procedures for Learning Roots Through Gestures
 4. Write the Greek and Latin roots for January on large cards or strips of paper (8 ½” x 3 ½”) with the English definition written on the back. Use a different color paper as for the previous two months’ roots if possible.
 5. Appendix E, Different Methods of Oral Review
 6. Appendix F (pp. 1-5), Sept.-Jan. Teacher Reference, Roots, Gestures, etc
 7. Appendix G (page 5), January Worksheet (one per student)
 8. Appendix L, Quiz 5 – January Roots (one per student)

9. Appendix L, Key to Quiz 5 – January Roots

C. *Key Vocabulary*

1. *Audio* [L] – audience, inaudible, auditory
2. *Cresco* [L] – increase, decrease, crescendo
3. *Erro* [L] – error, erratic, knight errant, inerrant
4. *Jacio* [L] – eject, interject, trajectory
5. *Neos* [G] – neophyte, Neo-Classical, neon, neonatal, neologize
6. *Tendo* [L] – tension, intense, detention, tendon
7. *Centum* [L] – century, cent, percent
8. *Hydor* [G] – hydrant, hydroelectric, hydration
9. *Primus* [L] – primary, primitive, primogeniture, prime, primate
10. *Quartus* [L] – quart, quarter, quadrant, quartet

D. *Procedures/Activities*

1. **DAY 1:** Briefly review Appendix C with students with a visual on the board or overhead (1 minute) to review how Greek and Latin roots came into English.
2. Review the roots, gestures, and meanings of the previous months (refer to Appendix F, pages 1-4).
3. Referring to the suggested gestures in Appendix F, page 5 (January Teacher Reference), use the procedures described in Appendix D, for “DAY 1” to teach *AUDIO*, *CRESCO*, *ERRO*, *JACIO*, *NEOS*, and *TENDO*.
4. **DAY 2:** Follow the procedures for “DAY 2” in Appendix D, to review the roots from Day 1 and introduce the two Grade 6 review roots (*CENTUM* and *HYDOR*), referring to Appendix F, page 5, for suggested gestures and possible English vocabulary.
5. **DAY 3** – Use one of the methods described in Appendix E (Different Methods of Review) to quickly review all eight roots for the current month. After students have had several times to review these roots, include roots from previous months.
6. Follow the procedures in Appendix D for “DAY 3” to introduce two more Grade 6 review roots, *PRIMUS* and *QUARTUS*, and incorporate them into the overall review.
7. Distribute Appendix G (page 5), January Worksheet, one per student.
8. Have students look up “finite” and analyze together how *FINIS* (end) contributes to the definition (something that has an end). Have them write this on the back of their worksheets in the following way:
finite
Root: FINIS = end
Definition: something that has an end (does not last forever)
9. Do the same with “erratic.” Ask if they can find a root (*ERRO*). Ask for ideas of how the meaning of *ERRO* (wander, stray) contributes to the definition (something that moves unpredictably or wanders around). Have them write the word, root, and definition on the back of the worksheet:
erratic
Roots: ERRO = wander
Definition: moving unpredictably
10. Have the students start the January worksheet. Guide them in using the dictionary if they are unsure of how to find English words’ roots. Assign the remainder of the worksheet as homework or have them finish it in class at your discretion.

11. **DAY 4** – Have students turn in their January Worksheet. Go over correct responses orally. (Use Appendix F, p. 5, January Teacher Reference, to provide correct responses and for grading the worksheet.)
12. Follow the procedures for “DAY 4” in Appendix D to review all ten new roots and the roots for previous months using one of the alternate methods for review games in Appendix E. Analyze some of the English words for the roots provided in Appendix F, pp. 1-5, using the process described in Appendix D for “DAY 4.”
13. Make a list on the board of any English words with Greek or Latin roots that students are using in their different subject areas (history, science, literature).
14. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz.) Follow procedures for “DAY 5” in Appendix D to review all 50 roots, with particular emphasis on the most recent ten roots.
15. Administer Quiz 5, Appendix L.

E. *Assessment/Evaluation*

1. Oral responses (for history of the English language)
2. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots
3. Written assessment (Quiz 5)

Lesson Seven: February’s Roots and Phrases

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of how to identify Greek and Latin roots to comprehend text.
2. Lesson Content
 - a. *AMO* [L] – love (pronounced /ah moh/)
 - b. *CUM* [L] – with (pron. /koom/)
 - c. *FACIO* [L] – make (pron. /fah see oh/ or in Classical Latin, /fah kee oh/)
 - d. *JURO* [L] – swear (pron. /joo roh/ or in Classical Latin, /yoo roh/)
 - e. *PSEUDOS* [G] – a lie (pron. /soo doss/)
 - f. *SUPER* [L] – above (pron. /soo per/)
 - g. Four roots to review from Grade 6 Vocabulary (p. 134-135): *BIOS* [G]= life; *MEGO* [G] = large, great; *PHILEO* [G] = to love; *VITA* [L]= life
3. Skill Objective(s)
 - a. Students can demonstrate the meaning of ten selected Greek and Latin roots by gestures and in oral and written forms.
 - b. Students can identify at least one English word that uses each root.
 - c. Students will learn dictionary skills to find English words that use the Greek and Latin roots.

B. *Materials*

1. At least several good English dictionaries that have etymological notes, preferably a class set
2. Appendix D, Procedures for Learning Roots Through Gestures
3. Write the Greek and Latin roots for February on large cards or strips of paper (8 ½” x 3 ½”) with the English definition written on the back. Use a different color paper as for the previous two months’ roots, if possible.
4. Appendix E, Different Methods of Oral Review

5. Appendix F (pp. 1-6), Sept.-Feb. Teacher Reference: Roots, etc.
6. Appendix G (p. 6), February Worksheet (one per student)
7. Appendix M, Quiz 6 – February Roots (one per student)
8. Appendix M, Key to Quiz 6 – February Roots

C. *Key Vocabulary*

1. *Amo* [L] – amiable, amorous, amity
2. *Cum* [L] – compose, accommodate, accumulate
3. *Facio* [L] – effect, affect, manufacture, (**not** face, facial, etc.)
4. *Juro* [L] – jury, perjury, adjure, juror
5. *Pseudos* [G] – pseudonym, pseudomorph, pseudoclassic
6. *Super* [L] – superficial, superlative, supreme, superior, insuperable
7. *Bios* [G] – biology, biographic, biopsy, biogenesis
8. *Mega* [G] – megaphone, megalomania, megapod
9. *Phileo* [G] – philosophy, philanthropic, hydrophilic
10. *Vita* [L] – vitamin, vitality, vital, vitascope (an early type of motion-picture projector)

D. *Procedures/Activities*

1. **DAY 1:** Review the roots, gestures, and meanings of the roots from September through January (refer to Appendix F, pages 1-5).
2. Referring to the suggested gestures in Appendix F, page 6 (February Teacher Reference), use the procedures described in Appendix D, for “DAY 1” to teach *AMO*, *CUM*, *FACIO*, *JURO*, *PSEUDOS*, and *SUPER*.
3. **DAY 2:** Follow the procedures for “DAY 2” in Appendix D to review the roots from Day 1 and introduce the two Grade 6 review roots (*BIOS* and *MEGA*), referring to Appendix F, page 6, for suggested gestures and possible English vocabulary.
4. **DAY 3** – Use one of the methods described in Appendix E (Different Methods of Review) to quickly review all eight roots for the current month. After students have had several times to review these roots, include roots from previous months.
5. Follow the procedures in Appendix D for “DAY 3” to introduce two more Grade 6 review roots (*PHILEO* and *VITA*) and incorporate them into the overall review.
6. Distribute Appendix G (p. 6): February Worksheet, one per student.
7. Write the word “amiable” on the board. Have students look it up and copy it on the back of their worksheet. Ask them to write underneath it the Greek or Latin root for this word (*AMO*, love). Model this on the overhead or board. Ask them for suggestions for how the meaning of the root contributes to the definition of “amiable” (friendly). Have them write the definition underneath that. This is what it should look like:

amiable

Root: AMO – love

Definition: friendly

8. Write the word “hydrothermal” on the board. Ask if students to identify the two roots (*HYDOR* means “water” and *THERMAL* means “heat”). Have them write the roots and meanings of the roots underneath. Ask how the meaning of these roots contributes to the English definition (having to do with hot water). Have them write the definition underneath. This is what it should look like:

hydrothermal

Roots: HYDOR – water, THERMAL – heat

Definition: having to do with hot water

9. Have the students start the February worksheet. Guide them in using the dictionary to find English vocabulary that uses the roots. Assign the remainder of the worksheet as homework or have them finish it in class at your discretion.
 10. **DAY 4** – Have students turn in their February Worksheet. Go over correct responses orally. (Use Appendix F, p. 6, February Teacher Reference, to provide correct responses and for grading the worksheet.)
 11. Follow the procedures for “DAY 4” in Appendix D to review all ten new roots first, and then all the review roots using one of the alternate methods for review games in Appendix E. Analyze some of the English words for the roots provided in Appendix F, pp. 1-6, using the process described in Appendix D for “DAY 4.”
 12. Make a list on the board of any English words with Greek or Latin roots that students are using in their different subject areas (history, science, literature).
 13. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz.) Follow procedures for “DAY 5” in Appendix D to review roots.
 14. Administer Quiz 6, Appendix M.
- E. *Assessment/Evaluation*
1. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots
 2. Written assessment (Quiz 6)

Lesson Eight: March’s Roots and Phrases

- A. *Daily Objectives*
2. Concept Objective(s)
 - a. Identify that English has been influenced by Greek and Roman civilization via Greek and Latin roots.
 - b. Develop an awareness of how to identify Greek and Latin roots to comprehend text.
 3. Lesson Content
 - a. *AB* [L] – away, from
 - b. *EXTRA* [L] – outside
 - c. *MAKROS* [G] – long (pronounced /ma kros/)
 - d. *PEDIS* [L] – foot (pron. /peh diss/)
 - e. *SENTIO* [L] – feel (pron. /sen ti oh/)
 - f. *VOLVO* [L] – roll (pron. /vohl voh/, or in Class. Latin, /wohl woh/)
 - g. Three roots to review from Grade 6 Vocabulary (p. 134-135): *MONOS* [G]= single; *POLY* = many; *PSYCHE* = soul, mind
 4. Skill Objective(s)
 - a. Students will identify Greek and Latin as two languages that have contributed to English words and ideas.
 - b. Students can demonstrate the meaning of nine selected Greek and Latin roots by gestures and in oral and written forms.
 - c. Students can identify at least one English word that uses each root.
 - d. Students will learn dictionary skills to find English words that use the Greek and Latin roots.
- B. *Materials*
1. Appendix A, chart of the history of the English language

2. Appendix B, Background Information for the History of the English Language
3. At least several good English dictionaries that have etymological notes
4. Appendix D, Procedures for Learning Roots Through Gestures
5. Write the Greek and Latin roots for January on large cards or strips of paper (8 ½" x 3 ½") with the English definition written on the back. Use a different color paper as for the previous two months' roots if possible.
6. Appendix E, Different Methods of Oral Review
7. Appendix F (pp. 1-7), Sept.-Mar. Teacher Reference, Roots, Gestures, etc.
8. Appendix G (page 7), March Worksheet (one per student)
9. Appendix N, Quiz 7 – March Roots (one per student)
10. Appendix N, Key to Quiz 7 – March Roots

C. *Key Vocabulary*

1. *Ab* [L] – abnormal, absent, abjure
2. *Extra* [L] – extravagant, extraordinary, extracurricular, extraterrestrial
3. *Makros* [G] – macrocosm, macron, macroscopic, macrograph
4. *Pedis* [L] – pedal, biped, pedestrian, megapod, podiatrist
5. *Sentio* [L] – sensation, sensual, sentry, sensitive, sensory
6. *Volvo* [L] – revolve, evolve, revolution, revolver
7. *Monos* [G] – monologue, monarch, monopoly, monotheism
8. *Poly* [G] – polygon, polygamy, polyglot (speaks many languages), polygraph (simultaneously records changes in blood pressure, respiration, pulse rate, etc.), polymorphous (Biology: having or passing through several forms)
9. *Psyche* [G] – psychology, psychiatry, psychic

D. *Procedures/Activities*

1. **DAY 1:** Briefly review Appendix A with students with a visual on the board or overhead (1 minute) to review how Greek and Latin roots came into English. (See Appendix B for background information.)
2. Review the roots, gestures, and meanings of the previous months (refer to Appendix F, pages 1-6).
3. Referring to the suggested gestures in Appendix F, page 7 (March Teacher Reference), use the procedures described in Appendix D, for “DAY 1” to teach *AB*, *EXTRA*, *MACROS*, *PEDIS*, *SENTIO*, and *VOLVO*.
4. **DAY 2:** Follow the procedures for “DAY 2” in Appendix D, to review the roots from Day 1 and introduce the two Grade 6 review roots (*MONOS* and *POLY*), referring to Appendix F, page 7, for suggested gestures and possible English vocabulary.
5. **DAY 3** – Use one of the methods described in Appendix E (Different Methods of Review) to quickly review all eight roots for the current month. After students have had several times to review these roots, include roots from previous months.
6. Follow the procedures in Appendix D for “DAY 3” to introduce the remaining Grade 6 review root, *PSYCHE*, and incorporate them into the overall review.
7. Distribute Appendix G (page 7), March Worksheet, one per student.
8. Write “biped” on the board and see if the students can identify the two roots (*BI* – two, *PEDIS* – foot). Have students look up “biped” and verify if those are the roots. Discuss how the meaning of the roots contributes to the definition (something having two feet). Have them write this on the back of their worksheets in the following way:

biped

Roots: BI = two PEDIS = foot

Definition: having two feet

9. Application: Ask the students if they can determine the definition of “tripod” (three-footed).
10. Write “revolve” on the board and see if the students can identify the two roots (*RE* – back, again, *VOLVO* – roll). Have students look up “revolve” and verify if those are the roots. Discuss how the meaning of the roots contributes to the definition (to spin or turn around). Have them write this on the back of their worksheets in the following way:

revolve

Roots: RE = back, again VOLVO = roll

Definition: to spin or turn around

11. Have the students start the March worksheet. Guide them in using the dictionary if they are unsure of how to find English words’ roots. Assign the remainder of the worksheet as homework or have them finish it in class at your discretion.
12. **DAY 4** – Have students turn in their March Worksheet. Go over correct responses orally. (Use Appendix F, p. 7, March Teacher Reference, to provide correct responses and for grading the worksheet.)
13. Follow the procedures for “DAY 4” in Appendix D to review all nine new roots first, and then all the review roots using one of the alternate methods for review games in Appendix E. Analyze some of the English words for the roots provided in Appendix F, pp. 1-7, using the process described in Appendix D for “DAY 4.”
14. Make a list on the board of any English words with Greek or Latin roots that students are using in their different subject areas (history, science, literature).
15. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz.) Follow procedures for “DAY 5” in Appendix D to review roots.
16. Administer Quiz 7, Appendix N.

E. *Assessment/Evaluation*

1. Oral responses (for history of the English language)
2. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots
3. Written assessment (Quiz 7)

Lesson Nine: April’s Roots and Phrases

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of how to identify Greek and Latin roots to comprehend text
2. Lesson Content
 - a. *HYPO* - [G] – under, beneath (pronounced /hī – poh/)
 - b. *MANUS* [L] – hand (pron. /mah noos/)
 - c. *SPECTO* [L] – look at (pron. /spek toh/)
 - d. *SYN* [L] – together (pron. /sin/)
 - e. *TENEO* [L] – hold, keep (pron. /ten eh oh/)
 - f. *ZOON, ZOE* [G] – animal, life (pron. /zoon/ or /zoh/)

- g. Three roots to review from Grade 6 Vocabulary (p. 134-135): *ANTE* = before; *POST* = after; *VIDEO/VISUM* = see, seen

3. Skill Objective(s)

- a. Students can demonstrate the meaning of ten selected Greek and Latin roots by gestures and in oral and written forms.
- b. Students will learn dictionary skills to find English words that use the Greek and Latin roots.
- c. Students can identify at least one English word that uses each root.

B. *Materials*

- 1. At least several good English dictionaries that have etymological notes, preferably a class set
- 2. Appendix D, Procedures for Learning Roots Through Gestures
- 3. Write the Greek and Latin roots for February on large cards or strips of paper (8 ½" x 3 ½") with the English definition written on the back. Use a different color paper as for the previous two months' roots, if possible.
- 4. Appendix E, Different Methods of Oral Review
- 5. Appendix F (pp. 1-8), Sept.-Apr. Teacher Reference: Roots, etc.
- 6. Appendix G (p. 8), April Worksheet (one per student)
- 7. Appendix O, Quiz 8 – April Roots (one per student)
- 8. Appendix O, Key to Quiz 8 – March Roots

C. *Key Vocabulary*

- 1. *Hypo* [G] – hypodermic, hypothesis
- 2. *Manus* [L] – manuscript, manufacture, maintenance
- 3. *Specto* [L] – spectator, inspect, expect, speculate, perspective
- 4. *Syn* [L] – synchronize, synthesis, syncopate, synergy
- 5. *Teneo* [L] – contain, content, maintain, tenacious, tenacity, tenant
- 6. *Zoon, zoe* [G] – zoology, protozoa, zoo, zoophobia
- 7. *Ante* [L] – antecedent, antebellum, antechamber, anteroom
- 8. *Post* [L] – posthumous, posterity, posterior
- 9. *Video/visum* [L] - evident, visual, visor, video

D. *Procedures/Activities*

- 1. **DAY 1:** Review the roots, gestures, and meanings of the roots from September through February (refer to Appendix F, pages 1-6).
- 2. Referring to the suggested gestures in Appendix F, page 6 (February Teacher Reference), use the procedures described in Appendix D, for “DAY 1” to teach *HYPO, MANUS, SPECTO, SYN, TENEO, and ZOON/ZOE*.
- 3. **DAY 2:** Follow the procedures for “DAY 2” in Appendix D to review the roots from Day 1 and introduce the two Grade 6 review roots (*ANTE* and *POST*), referring to Appendix F, page 8, for suggested gestures and possible English vocabulary.
- 4. **DAY 3** – Use one of the methods described in Appendix E (Different Methods of Review) to quickly review all eight roots for the current month. After students have had several times to review these roots, include roots from previous months.
- 5. Follow the procedures in Appendix D for “DAY 3” to introduce the remaining Grade 6 review root (*VIDEO* or *VISUM*) and incorporate it into the overall review.
- 6. Distribute Appendix G (p. 8): April Worksheet, one per student.

7. Write the word “extraordinary” on the board. Ask if students to identify the root (*EXTRA*, “outside”). Have them write the root and meaning underneath. Ask how the meaning of the root contributes to the English definition (unusual, not ordinary). Have them write the definition underneath. This is what is should look like:

extraordinary

Roots: *EXTRA* – outside

Definition: unusual, not ordinary

8. Write the word “absent” on the board. Ask if students to identify the two roots (*AB* means “away, from” and *SENTIO* means “feel”). Have them write the roots and meanings of the roots underneath. Ask how the meaning of these roots contributes to the English definition (away, or not present). Have them write the definition underneath. This is what is should look like:

absent

Roots: *AB* – away, from *SENTIO* – feel

Definition: not present, away

9. Have the students start the April worksheet. Guide them in using the dictionary to find English vocabulary that uses the roots. Assign the remainder of the worksheet as homework or have them finish it in class at your discretion.
10. **DAY 4** – Have students turn in their April Worksheet. Go over correct responses orally. (Use Appendix F, p. 8, April Teacher Reference, to provide correct responses and for grading the worksheet.)
11. Follow the procedures for “DAY 4” in Appendix D to review all ten new roots first, and then all the review roots using one of the alternate methods for review games in Appendix E. Analyze some of the English words for the roots provided in Appendix F, pp. 1-8, using the process described in Appendix D for “DAY 4.”
12. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz.) Follow procedures for “DAY 5” in Appendix D to review roots.
13. Administer Quiz 8, Appendix O.

E. *Assessment/Evaluation*

1. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots
2. Written assessment (Quiz 8)

Lesson Ten: May’s Roots and Phrases

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Identify that English has been influenced by Greek and Roman civilization via Greek and Latin roots.
 - b. Develop an awareness of how to identify Greek and Latin roots to comprehend text.
2. Lesson Content
 - a. *CURRO* [L] – run (pronounced /cur roh/)
 - b. *FERO* [L] – bring, bear (pron. /feh roh/)
 - c. *HOMOS* [G] – same (pron. /hō – mos/)
 - d. *PRO* [L] – before, for (pron. /prō/)
 - e. *STRICTUS* [L] – drawn tight (pron. /stric toos/)

- f. *VENIO* [L] – come (pron. /ven ee oh/ or in Class. Latin, /weh nee õ /)
- g. Four roots to review from Grade 6 Vocabulary (p. 134-135): *MINUS* = smaller; *PRE* = before; *PROTOS* = first; *TELE* = at a distance

3. Skill Objective(s)

- a. Students will identify Greek and Latin as two languages that have contributed to English words and ideas.
- b. Students can demonstrate the meaning of nine selected Greek and Latin roots by gestures and in oral and written forms.
- c. Students can identify at least one English word that uses each root.
- d. Students will learn dictionary skills to find English words that use the Greek and Latin roots.

B. *Materials*

- 1. Appendix C, English Language Addition
- 2. Appendix B, Background Information for the History of the English Language
- 3. At least several good English dictionaries that have etymological notes
- 4. Appendix D, Procedures for Learning Roots Through Gestures
- 5. Write the Greek and Latin roots for January on large cards or strips of paper (8 ½” x 3 ½”) with the English definition written on the back. Use a different color paper as for the previous two months’ roots if possible.
- 6. Appendix E, Different Methods of Oral Review
- 7. Appendix F (pp. 1-9), Sept.-May Teacher Reference, Roots, Gestures, etc
- 8. Appendix G (page 9), May Worksheet (one per student)
- 9. Appendix P, Quiz 9 – May Roots (one per student)
- 10. Appendix P, Key to Quiz 9 – May Roots

C. *Key Vocabulary*

- 1. *Curro* [L] – current, cursive, course, recurrence
- 2. *Fero* [L] – confer, defer, reference, coniferous
- 3. *Homos* [G] – homogenous, homocentric, homonym, homomorphic
- 4. *Pro* [L] – proceed, propose, prodigy, proponent, proclaim, proboscis
- 5. *Strictus* [L] – strict, constricted, stricture, restriction
- 6. *Venio* [L] – event, advent, adventure, venture, prevent, (NOT ventriloquist)
- 7. *Minus* [L] – diminish, minor, diminutive, minimal
- 8. *Pre* [L] – predict, prepare, prevail, preposition, predisposed
- 9. *Protos* [G] – prototype, protozoa, protagonist
- 10. *tele* [G] – telephone, television, telescope, telepathy

D. *Procedures/Activities*

- 1. **DAY 1:** Briefly review Appendix C with students with a visual on the board or overhead (1 minute) to review how Greek and Latin roots came into English. (See Appendix B for background information.)
- 2. Review the roots, gestures, and meanings of the previous months (refer to Appendix F, pages 1-8).
- 3. Referring to the suggested gestures in Appendix F, page 7 (March Teacher Reference), use the procedures described in Appendix D, for “DAY 1” to teach *CURRO*, *FERO*, *HOMOS*, *PRO*, *STRICTUS*, and *VENIO*.
- 4. **DAY 2:** Follow the procedures for “DAY 2” in Appendix D, to review the roots from Day 1 and introduce the two Grade 6 review roots (*MINUS* and *PRE*),

referring to Appendix F, page 9, for suggested gestures and possible English vocabulary.

5. **DAY 3** – Use one of the methods described in Appendix E (Different Methods of Review) to quickly review all eight roots for the current month. After students have had several times to review these roots, include roots from previous months.
6. Follow the procedures in Appendix D for “DAY 3” to introduce the two remaining Grade 6 review roots (*PROTOS* and *TELE*) and incorporate them into the overall review.
7. Distribute Appendix G (page 9), May Worksheet, one per student.
8. Write “expect” on the board and see if the students can identify the two roots (*EX* – from, out of, *SPECTO* – look at). Have students look up “expect” and verify if those are the roots. Discuss how the meaning of the roots contributes to the definition (to look forward to). Have them write this on the back of their worksheets in the following way:
expect
Roots: EX = from, out of SPECTO = look at
Definition: to look forward to, to anticipate
9. Write “adventure” on the board and see if the students can identify the two roots (*AD* – to, forward, *VENIO* – come). Have students look up “adventure” and verify if those are the roots. Discuss how the meaning of the roots contributes to the definition (an unusual experience, an exciting experience, etc. that “comes to” you). Have them write this on the back of their worksheets in the following way:
adventure
Roots: AD = to, forward VENIO = come
Definition: an exciting experience
10. Have the students start the May worksheet. Guide them in using the dictionary if they are unsure of how to find English words’ roots. Assign the remainder of the worksheet as homework or have them finish it in class at your discretion.
11. **DAY 4** – Have students turn in their May Worksheet. Go over correct responses orally. (Use Appendix F, p. 9, May Teacher Reference, to provide correct responses and for grading the worksheet.)
12. Follow the procedures for “DAY 4” in Appendix D to review all nine new roots first, and then all the review roots using one of the alternate methods for review games in Appendix E. Analyze some of the English words for the roots provided in Appendix F, pp. 1-9, using the process described in Appendix D for “DAY 4.”
13. Make a list on the board of any English words with Greek or Latin roots that students are using in their different subject areas (history, science, literature).
14. **DAY 5** – (Note: You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz.) Follow procedures for “DAY 5” in Appendix D to review roots.
15. Administer Quiz 9, Appendix P.

E. *Assessment/Evaluation*

1. Daily visual/oral checks for accurate responses of the gestures and meanings of the roots.
2. Written assessment (Quiz 9).

VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Chart of the History of the English Language
- B. Appendix B: Background Information – History of the English Language
- C. Appendix C: English Language Addition
- D. Appendix D: Procedures For Learning Greek and Latin Roots Through Gestures
- E. Appendix E: Different Methods of Oral Review With Movement
- F. Appendix F: Teacher Reference for Roots, Suggested Gestures, Meanings, and English Examples (one page for each month, September – May)
- G. Appendix G: Student Worksheets (one worksheet per month, September – May)
- H. Appendix H: Quiz 1: September Greek and Latin Roots + KEY
- I. Appendix I: Quiz 2: October Greek and Latin Roots + KEY
- J. Appendix J: Quiz 3: November Greek and Latin Roots + KEY
- K. Appendix K: Quiz 4: December Greek and Latin Roots + KEY
- L. Appendix L: Quiz 5: January Greek and Latin Roots + KEY
- M. Appendix M: Quiz 6: February Greek and Latin Roots + KEY
- N. Appendix N: Quiz 7: March Greek and Latin Roots + KEY
- O. Appendix O: Quiz 8: April Greek and Latin Roots + KEY
- P. Appendix P: Quiz 9: May Greek and Latin Roots + KEY

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Appendix A

<i>Place</i>	<i>Dates</i>	<i>Language & Contributions</i>	<i>Examples</i>
Ancient Greece	500–323 BC	GREEK <ul style="list-style-type: none"> ◆ Poetry: <ul style="list-style-type: none"> ▪ <i>Iliad</i> ▪ <i>Odyssey</i> ◆ Architecture: <ul style="list-style-type: none"> ▪ Parthenon ◆ Literature & Drama ◆ Philosophy: <ul style="list-style-type: none"> ▪ Socrates ▪ Plato ▪ Aristotle 	epic poetry echo (Greek myth) atom (science) democracy (government)
Ancient Rome	500 BC 323 BC AD 313	LATIN <ul style="list-style-type: none"> ▪ Borrowed liberally from Greek culture ▪ Roman conquests brought Roman influence to Europe ▪ Constantine converted to Christianity: Catholic Church uses Latin language 	<i>aqua</i> = water (aquarium) <i>magnus</i> = great (magnificent)
Europe	Middle Ages	Roman influence: <u>Romance languages</u> develop from Latin Gaul (France) → French Spain → Spanish Italy → Italian Portugal → Portuguese	
Britain	AD 1066	Battle of Hastings: the Normans bring FRENCH language to Britain, which mixes with Anglo-Saxon. (The Anglo-Saxons speak Germanic languages.)	beef (from French) cow (from Anglo-Saxon)

Appendix B, page 1

Background Information - History of the English Language

1. Throughout these procedures, use **APPENDIX A** as an overhead, uncovering it progressively as you discuss the history of the English language contained in the rest of this appendix. Refer frequently to a map or globe to reference geographic locations.
2. Brief review of Ancient Greece (priming background knowledge): Discuss with the students that the **Greeks** developed a rich culture in drama, literature (epic poetry of the *Iliad* and the *Odyssey*), architecture (the Parthenon), and more. Uncover the first row of the overhead as you discuss this.
3. **Ancient Rome.** (Uncover the second row of the overhead.) As Rome increased in strength, the Romans greatly admired Greek learning, art and literature, and then borrowed ideas and words from the Greeks. As the Romans conquered parts of the world, they brought their ideas of government, Roman taxes, Roman roads, Roman bridges, and their language, **Latin**. The people and tribes in those areas had to learn Latin to sell and trade.
4. (Ask students if they can remember some of this information from Grade 6 History.) One Roman emperor converted away from the Roman gods and goddesses to Christianity (Constantine). The Church in Rome, which became the Catholic Church, used Latin for all its areas of leadership, communication, theology, and the church liturgy. The Catholic Church still used Latin in the church services through the mid-20th century.
5. (Use the map to show the countries referred to and uncover the third section of the overhead.) Throughout Europe, the Latin spoken in different areas was slowly changing over hundreds and hundreds of years. In different parts of Europe, Latin changed into related (derived) languages. Ask the students what languages are spoken in France (French), Spain (Spanish), Italy (Italian), and Portugal (Portuguese). These are all called **Romance languages** because they developed (derived) directly from Latin, the language the Romans spoke. However, Latin still continued to be the language of education and the church even after the different Romance languages were used.
6. Explain how Latin and French came to Britain: In Britain (identify on map and refer to the last section on the overhead), the Anglo-Saxon tribes living there spoke Germanic languages. Around AD 1066, the Normans under William the Conqueror invaded England and conquered the Saxons at the Battle of Hastings (Grade 4 History). Thus during the Middle Ages, three languages were used in England: Latin in the church, government, and education, French by the ruling Normans, and a type of Anglo-Saxon used by the people who lived in Britain before the Normans.
7. We can see how Latin has been woven into English. In Latin, **aqua** meant “water” (aquarium, aquatic); **magnus** meant “great” (magnificent, magnify); **decem** meant “ten” (decade, decimal).
8. Greek roots continued to be borrowed in English: In Europe during the Middle Ages and the Renaissance, educated people preferred Greek terms to explain science or philosophy. We use the word “**heliocentric**” which is Greek for ‘centered around the sun’ for Copernicus’s theory in the Middle Ages describing how the Earth revolves around the sun instead of the sun revolving around the Earth. Our word “**atom**” comes from the Greek for “that which can’t be cut or divided.” When we yell something in an empty building and hear the sound of our words

Appendix B, page 2

repeating, we call it an “**echo**” (from the Greek myth in which the nymph, Echo, can only repeat the last word of what someone said to her.)

We still borrow Greek words for matters involving some aspect of science or philosophy. The word “xerox” means dry. One of the first businesses to make photocopiers called itself “Xerox” because it had the innovative idea to use a dry process that did not require wet materials (like the mimeographs of 60’s and 70’s). Some people still say that you “xerox” something to make a photocopy. In Colorado we talk about “xeroscaping” your yard to use plants.

“Morph” is a Greek root for “form” or “shape.” People say that the shape of something has changed or “morphed” into something different.

9. Bringing closure: write the “language addition” formula from Appendix C on the board or use an overhead and fill in the blanks (the underlined words below) as you go through the following summary.

There are two ancient languages that have contributed significantly to forming English: Greek ideas and words were borrowed by Roman scholars and passed into Latin, and then from Latin into English. Latin spread through the Roman influence, culture, and conquests. Latin continued to be used in education and in religious settings even throughout the Middle Ages. Latin slowly changed into French spoken in Gaul (France) during more than 1000 years. In AD 1066, the Normans brought French to Britain under Norman rule, starting. Add this to Anglo-Saxon that was already spoken in Britain, and all these languages, added in varying quantities, made up the English language as we recognize it by the time of Shakespeare

Assessment Questions

1. Knowledge questions: Which languages have contributed most to the development in English? (Greek, Latin, French, Anglo-Saxon) Which are the two ancient languages? (Greek and Latin) Which ancient civilization spoke Latin? (Rome)
2. Analysis question: How did ancient Greek contribute to English? (Roman scholars borrowed from Greek literature, mythology, and philosophy and Greek terms were used in Latin, which passed later into English from the Latin. When new words are needed in science, people still borrow from Greek roots.)
3. Synthesis question: What are some of the influences that have caused Latin to contribute to English? (Roman conquests brought Roman ideas and Latin words into Europe. Latin was used in the religion and education during the Middle Ages. French developed directly from Latin, and the Normans brought French to Britain.)

Appendix C

ENGLISH LANGUAGE ADDITION

Used in Lesson One: To be written on the board or used as an overhead: (cursive words can be filled in during the discussion.)

ENGLISH LANGUAGE ADDITION	
	<i>Greek</i> _____ ideas & words (borrowed by the <i>Roman</i> scholars)
+	<i>Latin</i> _____ (spoken by the Romans)
+	<i>French</i> _____ (Latin in Gaul slowly evolved into this)
+	Anglo-Saxon (spoken by the people in <i>Britain</i>)
+	_____ hundreds of years
=	ENGLISH

The following chart can be used to copy onto an overhead transparency.

ENGLISH LANGUAGE ADDITION

	_____ ideas & words (borrowed by _____ scholars)
+	_____ (spoken by the Romans)
+	_____ (Latin in Gaul slowly evolved into this)
+	Anglo-Saxon (spoken by the people in _____)
+	_____ hundreds of years
=	ENGLISH

Appendix D, page 1

Procedures For Learning Greek & Latin Roots Through Gestures (An Application of Total Physical Response)

Each lesson has a five-day cycle. The first three days should be done on three consecutive days. The teacher may decide to leave a day or so between Day 3 and Day 4. The worksheets for each month are assigned on Day 3, turned in on Day 4, and need to be returned to the students **before** Day 5 so that students can study the worksheet to prepare for the quiz on Day 5.

DAY 1: Introduce the new Greek or Latin roots

1. Orientation: Go through each of the six-ten cards with roots written on them, showing them to the students and saying the root and the English definition. Ask students for examples of English words that use that root. See Appendix F for ideas for English words. As appropriate, briefly discuss how the meaning of the root contributes to the English definition. (Example: “Advocate” combines *ad* (to, forward) and *voco* (call) to mean “to speak for” or “to support something.”)

2. Teach the first three gestures (1 minute):

a. Tell the students that you will first teach them the roots by doing the gestures listed in Appendix F. Students should not say the roots yet but just do the gestures and say English meaning. The purpose for delaying their saying the roots is (1) so that they can hear you say them correctly a number of times and (2) so you can move faster and faster during the initial instructional segment. Tell them the more they do the gestures with energy and good attitudes, the better their brains will remember the roots and the less they will need to study a list.

Teacher models each gesture, says Gk/Ln root and English meaning.

Students do the gestures and say the meaning with teacher.

Note: 1) As appropriate, explain the connection between the motion and the English meaning. Some of the gestures may seem arbitrary to the students, and they will need to know what the gesture communicates. **Feel free to revise the gestures if you find they are confusing to you or the students.** However, you must be consistent: always use the same gesture for that root.

Example: *AD* means “forward” or “to” (move hand from your heart forward). *I’m moving my hand forward, or to you.*

BENE means “good” or “well” (do a thumbs up gesture).

FRAGILIS means breakable (both hands in front, and move them like you are breaking a pencil). *I’m breaking something.*

Note:2) Some roots are very similar in meaning. *Voco* (call), *dico* (say), and *phone* (sound, voice) have related meanings and therefore similar gestures. **It is OK to recycle gestures:** they are a **support** to learning the meaning quickly. Meaningful gestures aid rapid encoding and retrieving information but are not an end in themselves (in this instance). The final objective for the end of the year is that students can quickly recall the *English* meaning but not necessarily the *gestures*.

b. Mix up the order, going through all three roots about 3-5 times.

Teacher still models gestures, saying each root and the English meaning.

Students do gestures and say the meaning, but still do not say root.

Appendix D, page 2

c. (Gradually fade out modeling the gesture until you are sure the students can provide the gesture consistently when you say the root.) Teacher says the root and pauses for students to do gesture, only modeling it if students need reminders. Teacher still says English translation. Do this 3-8 times until students are comfortable.

Teacher says the root. Students do the gesture and say the English meaning.

3. Teach the next three roots & gestures (1 minute):

Follow the procedures in #2 until students are comfortable with the second set of three Gk/Ln roots.

4. Review all six roots, gestures, and meanings (1-2 minutes).

Add in the first three roots progressively, missing up the order, until your students can do all 6 gestures and say the English meanings comfortably. This should move rapidly. Gradually include as many roots as possible from previous months.

5. Review roots by showing the cards and have students give the English meaning and examples of English words that use that root. (2 minutes).

(This “sandwiches” in all the sensory interactions. Students see the written form of the root, do the meaning-related movement, say the meaning, and hear the teacher and each other saying the roots and meanings.)

DAY 2: Review the six Greek/Latin roots + two review roots from Grade 6.

1. Review the roots from the previous day (1 minute) by saying them and seeing if students remember the gestures and English meanings. Try to do as many times through in random order as you can. Keep it fast-paced. (Give lots of praise for remembering the gestures and meanings, reminding them that language acquisition research shows that the gestures make their brains more efficient and learn faster.)

2. Teach/review the first two Gk/Ln roots from Grade 6 and mix with current month’s roots (2 minutes). Use the same procedures to teach or review roots from Grade 6 (Day 1, #1-4) rapidly moving through all eight Gk/Ln roots. Students do the gestures and say the English meanings. (This also helps students who did NOT have Core Knowledge in sixth grade catch up on what they may have not been taught.)

Example: Review 2 words from the 6th Grade Vocabulary. *AQUA* means water (hands make wave motion like for the sea). *DECEM* means ten (show 10 fingers). Quickly review all 8 roots and gestures for no more than 2 minutes.

3. Use a variety of methods to review, with student “volunteer teachers”: (See Appendix E, Different Methods of Active Review). Include roots from previous months.

DAY 3: Review the six–eight Greek/Latin roots + remaining review roots from Grade 6

1. Review the roots from the previous day (1 minute) by saying them and seeing if students remember the gestures and English meanings. (Give lots of praise for remembering the gestures and meanings, reminding them that language acquisition research shows that the gestures make their brains more efficient and learn faster.)

2. Teach/review the next two Gk/Ln roots from Grade 6 and mix with all roots taught so far, emphasizing the current month’s roots (2 minutes).

a. Use the same procedures (Day 1, #2-4) to teach or review roots from Grade 6, rapidly moving through all ten Greek and Latin roots. Students do the gestures and say the English meanings.

Appendix D, page 3

Example: Review 2 words from the 6th Grade Vocabulary. *MAGNUS* means *great* (both hands make motion like holding a very large object). *PHONE* means “*sound or voice*” (one hand at ear, one hand touching throat).

b. Quickly review all 10 roots and gestures for no more than 2 minutes. Include roots from previous months.

3. To vary the review, use a one of the methods in APPENDIX E, Different Methods of Review). Ask for volunteers to be the “teacher” to give the cues, or use one of the game strategies suggested.

4. Visual + Vocabulary Recap: Show the cards and go through the roots for the current month. Ask students for examples of English words that use those roots. Beware of “false friends,” words that seem as though they use a certain Greek or Latin root but really do not. Example- “Demonstrate” is not derived from the Greek root *demos* (people), but from other roots: *de* (of) + *monstrare* (to show). Use Appendix F, Teacher References, for each month’s roots for ideas.

DAY 4: Review all the roots for the month and reinforce English words and vocabulary that use the roots (1-2 minutes).

1. Quickly review roots, having students respond with the gestures and meanings, or do one of the methods given in Appendix E, Different Methods of Oral Review.

2. Do one of the games that require students to give English words for the root. (See Appendix E, #7-8).

3. Write some of the words from the Appendix F (monthly Teacher Reference), on the board. Ask different students to analyze the word using the different roots. To find an exact definition, use a dictionary. Model for the students how to analyze the different words, using the following pattern for the word “circulate”(the shaded area)

Circulate

Root: CIRCUM = around

Definition: To move in a circle or a circuit

4. If appropriate, discuss how definitions shift over the years, depending on the context. For example, “hydrophobia” (fear of water) is the term for rabies, in which the infected animal or person has an inability to swallow liquids. People with rabies do not “fear water.” Hydrophobia has the *attributed* definition referring to rabies, not the explicit meaning.

DAY 5: Review and give written assessment

1. [You will need to return the graded worksheets to the students at least one day before “Day 5” in order to allow them to have the worksheet to review for the quiz. For students who regularly need more review, the teacher may enlist a study partner to help the struggling student or give time in class to review the roots and English words before you administer Day 5 to the class.]

2. Quickly review roots, having students respond with the gestures and meanings, or do one of the methods given in Appendix E, Different Methods of Oral Review.

3. Administer the assessment. When correcting the quiz, note which roots need more review for students to accurately identify the meaning and a related English word.

Appendix E

Different Methods of Oral Review With Movement

Note 1: all these review methods should be rapidly paced and each individual procedure should NOT last longer than 2 minutes. Short, focused stints doing these activities will help prevent a sense of boredom and saturation.

Note 2: Many middle-school students find it daunting to do anything in front of a group. The power of frequent, enthusiastic, specific praise cannot be overstated.

- 1. Volunteer Teacher - Level 1:** A student volunteers to be the “teacher” saying roots while class does the gestures and says and meanings (1 minute).
- 2. Volunteer Teacher - Level 2:** Have the volunteer teacher do the gestures while the class says the roots and English meanings.
- 3. Volunteer Teacher - Level 3:** Have the volunteer teacher give the English meaning and the class does the gestures and says the roots.
- 4. The Challenge:** Three students volunteer to do a Challenge, standing in front of the class, while the teacher or another student does one of the above procedures (#1-3). Gradually increase the tempo to see who can keep up.
- 5. Pop-up Challenge:** Have three students stand at their seats doing the challenge. After every 3 or 4 turns, have one student sit down and a new student stand up.
- 6. Around the World 1:** Toss a foam ball (or something soft) to a student, saying a Greek or Latin root. The student says the meaning, then tosses the ball to another student while saying a (different) root and then sits down. The next student says the English meaning, and tosses the ball to another student, and sits down, etc. When a student has successfully taken a turn (e.g., can accurately give the meaning of the root said to him), he sits down and does not get another turn until all those standing have had a successful turn.
- 7. Around the World 2:** Same as above, but first person says a Gk/Ln root, second person says an English word that uses that root, third person says another English word that uses the same root, etc., until no one can think of another English word. (Example: First person says *AD* and tosses ball to second person, who says *advice* and tosses ball to third person, who says *advocate*, etc.)
- 8. Around the World 2 in Teams:** Divide the class in 2-3 teams. The teacher selects a root. The teams go back and forth, giving an English word that uses that Greek or Latin root or saying “pass” if a student cannot think of an appropriate word. For each correct word, that team gets a point. When no one can give another word for that Greek or Latin root, the teacher selects another one. The teacher has the final decision if a word is valid or not.

SEPTEMBER Teacher Reference



Roots, (Suggested) Gestures, Meanings, and English examples

New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. ad	to, forward	move hand from your heart forward	Advocate, advance, adjacent, adverb, add, adventure, adopt, ...
2. bene	good, well	thumbs up gesture	Benefit, beneficial, benediction, benevolent, benefactor,
3. fragilis	breakable	both hands moving like you are breaking a pencil	Fragile, fragility, fragment, fraction, fracture, fractious
4. re	back, again	One hand circles back toward you	Return, react, reply, revise, reiterate, redo, ...
5. sub	under	One hand dips down and under	Subdue, subject, subtract, submarine
6. voco	call	hand at side of mouth like you are calling	Vocalize, vocal, voice

Review 6th Grade Vocabulary

7. aqua	water	hands make wave motion like for the sea	Aquarium, aquatic, aqueduct
8. decem	ten	show 10 fingers	Decade, decimal, decimate
9. magnus	great	both hands make motion like holding a very large object.	Magnificent, magnify, magnanimity
10. phone	sound, voice	one hand at ear, one hand touching throat	Phonograph, telephone, phonics

OCTOBER Teacher Reference



Roots, (Suggested) Gestures, Meanings, and English examples

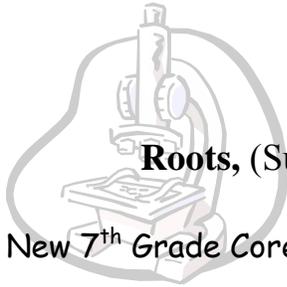
New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. auto	self	Point to self	automobile, autocrat, automatic
2. circum	around	Hand makes circle in air	circulate, circumference, circumlocution
3. hyper	over, beyond	Hand points up and moves over an imaginary wall	hypertension, hyperactive
4. malus	bad	Shake finger, making face like something is “naughty”	malady, malice
5. polis	city	Hands make shapes like outline a skyscraper	Metropolis, political
6. trans	across	Point and move arm as if pointing over a lake	transfer, transcontinental

Review 6th Grade Vocabulary

7. bi	two	Show 2 fingers	bisect, bipartisan, biceps
8. duo	two	Show 2 fingers	duplex, duplicate, duplicity
9. tri	three	Show 3 fingers	trilogy, triangle, triple, triplet, triplicity, tripod
10. unus	one	Show 1 finger	unanimous, unilateral

NOVEMBER Teacher Reference



Roots, (Suggested) Gestures, Meanings, and English examples

New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. chronos	time	Point to imaginary watch	chronological, chronic, chronometer
2. demos	people	Point to several people around you	democracy, epidemic, [not “demonstrate”]
3. ex	from, out of	Cup one hand, point to palm, and move index finger “out of”, away from palm	exclaim, exhaust, express, expect
4. judex	judge	Rap an imaginary gavel and look stern (like a judge)	judge, prejudice, judicial
5. pan	all	Hold hands out as if to indicate all students	panorama, panacea, Pan-American, Pan-German (history)
6. sequor	follow	Move 2 fingers of each hand to be like legs moving, one hand in front of the other, (following)	sequel, subsequent

Review 6th Grade Vocabulary

7. annus	year	Hand circles around the fist, like the earth around the sun	annual, anniversary
8. ge	earth	Point to the ground	geology, geography, geometry
9. mikros	small	Index and thumb show small distance	microscope, microfilm, microcosm
10. omnis	all	Hold hands out as if to indicate all students, (possibly with indexes and thumbs in “O”)	omnipotent, omniscient, omnipresent



DECEMBER Teacher Reference

Roots, (Suggested) Gestures, Meanings, and English examples

New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. celer	swift	Move hand swiftly in front of you (like a jet)	accelerate, deceleration, celerity
2. finis	end	Touch the end of your nose	confine, finality, finish, define, finite
3. morphe	form	Show hands holding an imaginary ball	metamorphosis, amorphous, mesomorph
4. scribo	write	Hold an imaginary pen in and move as though writing	scribble, inscribe, scribe, Scripture, manuscript
5. solvo	loosen	Shake hand loosely	solution, dissolve, solvent
6. valeo	be strong	Make fist and bend arm to show strong biceps	prevail, valiant, valor, value

Review 6th Grade Vocabulary

1. astron	star	Fingers of one hand make a blinking motion like a star	astronaut, astronomy, astral, aster
2. dico, dictum	say	Hands by side of mouth, as if making a pronouncement	dictation, dictionary, edict, dictator, predict
3. photo	light	Hands move away front each other like an explosion	photograph, photon, photocopy
4. thermos	heat	Fan face as if hot	thermostat, thermometer, photothermic



Appendix F, page 5

JANUARY Teacher Reference

Roots, (Suggested) Gestures, Meanings, and English examples

New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. audio	hear	Put hand by ear as if listening	audience, inaudible, auditory
2. cresco	grow	Hold hand flat and raise it from low to high	increase, decrease, crescendo
3. erro	wander, stray	Move hand away from you in a wandering manner	error, erratic, knight errant, inerrant
4. jacio	throw	Act like you are throwing a ball	eject, interject, trajectory
5. neos	new	Move arms as if cradling a newborn baby	neophyte, Neo-Classical, neon, neonatal, neologize
6. tendo	stretch	Pull hands away from each other (like pulling taffy)	tension, intense, detention, tendon

Review 6th Grade Vocabulary

7. centum	hundred	Flash ten fingers twice (10 x 10)	century, cent, percent
8. hydor	water	Move hand like flowing water	hydrant, hydroelectric, hydration
9. primus	first	Hold up index finger	primary, primitive, primogeniture, prime, primate
10. quartus	fourth	Hold up 4 fingers	quart, quarter, quadrant, quartet



Appendix F, page 6

FEBRUARY Teacher Reference

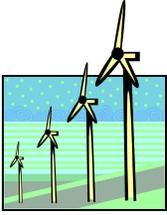
Roots, (Suggested) Gestures, Meanings, and English examples

New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. amo	love	Touch hands to heart	amiable, amorous, amity
2. cum	with	Form index fingers into a “+”	compose, accommodate, accumulate
3. facio	make	Act like you are hitting a nail with a hammer	effect, affect, manufacture, (not face, facial, etc.)
4. juro	swear	Hold palm up like you are being sworn in to a jury	jury, perjury, adjure, juror
5. pseudos	lie	Two fingers pointing away from mouth (forked tongue)	pseudonym, pseudomorph, pseudoclassic
6. super	above	Hold hand high, above something	superficial, superlative, supreme, superior, insuperable

Review 6th Grade Vocabulary

7. bios	life	Act like you are holding a ball, only all fingers are moving (lively)	biology, biographic, biopsy, biogenesis
8. mega	large	Hands to show something large	megaphone, megalomania, megapod
9. phileo	love	Hold hands over heart	philosophy, philanthropic, hydrophilic
10. vita	life	Act like you are holding a ball, only all fingers are moving (lively)	vitamin, vitality, vital, vitascope (an early type of motion-picture projector)



Appendix F, page 7

MARCH Teacher Reference

Roots, (Suggested) Gestures, Meanings, and English examples

New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. ab	away, from	Move hand away from body as if flicking something away	abnormal, absent, abjure
2. extra	outside	Point outside the door or window	extravagant, extraordinary, extracurricular, extraterrestrial
3. macros	long	Hold hands far apart	macrocosm, macron, macroscopic, macrograph
4. pedis	foot	Point to foot or raise foot	pedal, biped, pedestrian, megapod, podiatrist
5. sentio	feel	Rub arm with fingers	sensation, sensual, sentry, sensitive, sensory
6. volvo	roll	Roll hands in front of you	revolve, evolve, revolution, revolver

Review 6th Grade Vocabulary

7. monos	single	Hold up one finger	monologue, monarch, monopoly, monotheism
8. poly	many	Point quickly, as is at many items	polygon, polygamy, polyglot (speaks many languages), polygraph (simultaneously records changes in blood pressure, respiration, pulse rate, etc.), polymorphous (Biology: having or passing through several forms), NOT “political”
9. psyche	soul, mind	touch heart (soul) and head (mind)	psychology, psychiatry, psychic



Roots, (Suggested) Gestures, Meanings, and English examples

New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. hypo	under, beneath	Hold one hand palm down, then make a circling motion under with the other hand	Hypodermic, hypothesis, hypothermia
2. manus	hand	Point to your hand	manuscript, manufacture, maintenance
3. specto	look at	Put hand over eyes like you are looking at something	spectator, inspect, expect, speculate, perspective
4. syn	together	Grasp hands together in front of you	synchronize, synthesis, syncopate, synergy
5. teneo	hold, keep	Grab your arm with your hand	contain, content, maintain, tenacious, tenacity, tenant
6. zoon, zoe	animal, life	Hands join together and flap like bird's wings	zoology, protozoa, zoo, zoophobia

Review 6th Grade Vocabulary

7. ante	before	Point to the ground in front of you (e.g., to something positioned before you)	antecedent, antebellum, antechamber, anteroom
8. post	after	Point over your shoulder (e.g., to something positioned after you)	posthumous, posterity, posterior, post haste
9. video/ visum	see, seen	Make hands into "binoculars" in front of eyes	evident, visual, visor, video



Appendix F, page 9

MAY Teacher Reference

Roots, (Suggested) Gestures, Meanings, and English examples

New 7th Grade Core Knowledge Vocabulary

Roots	Meanings	Gestures	Examples
1. curro	run	Move arms as if running	current, cursive, course, recurrence
2. fero	bring, bear	Hold hands in front of you as if bearing something	confer, defer, reference, coniferous
3. homos	same	Draw an “equals” sign in front of you (same as)	homogenous, homocentric, homonym, homomorphic
4. pro	before, for	Point to area in front of you	proceed, propose, prodigy, proponent, proclaim, proboscis
5. strictus	drawn tight	Make a pulling motion in front of you as if drawing a rope tightly	strict, constricted, stricture, restriction
6. venio	come	Make a “come here” motion	event, advent, adventure, venture, prevent, (NOT ventriloquist)

Review 6th Grade Vocabulary

7. minus	smaller	Hold index and thumb 3” apart and then move them to ½” apart (make smaller)	diminish, minor, diminutive, minimal
8. pre	before	Make a circling motion in front of you (as for something that is before you)	predict, prepare, prevail, preposition, predisposed
9. protos	first	Hold up 1 finger	prototype, protozoa, protagonist
10. tele	at a distance	Extend hand quickly from shoulder to position far in front of you	telephone, television, telescope, telepathy



Appendix G, page 1

Name _____

Date _____

7th Grade Vocabulary Greek and Latin Roots: SEPTEMBER Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

Root	Gk/Ln?	Meaning	English Words
ad	Latin	To, forward	advocate, _____
bene		Good, _____	benefit, _____
fragilis			fragment, _____
re	Latin		return, _____, _____
sub	Latin		subject, _____, _____
voco	Latin		voice, _____

(Review from Grade 6)

aqua	Latin		aquarium, aquatic, _____
decem	Latin		decade, _____
magnus			magnificent, _____
phone			phonic, _____, _____

Analyze **ADVERB** by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____

Appendix G, page 2



Name _____

Date _____

7th Grade Vocabulary Greek and Latin Roots: OCTOBER Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

Root	Gk/Ln?	Meaning	English Words
1. auto			automobile , _____
2. circum			circulate, _____
3. hyper			hypertension, _____
4. malus			malady, _____
5. polis			policy, _____, _____
6. trans			transfer, _____

(Review from Grade 6)

7. bi			bisect, _____
8. duo			duplex, _____
9. tri			triangle, _____
10. unus			_____, _____

Analyze *MALICE* by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____



Appendix G, page 3

Name _____

Date _____

7th Grade Vocabulary Greek and Latin Roots: NOVEMBER Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

Root	Gk/Ln	Meaning	English Words
1. chronos	Latin		chronic, _____
2. demos			democracy, _____
3. ex			exclaim, _____, _____
4. judex			judge, _____, _____
5. pan			panorama, _____, _____
6. sequor			_____

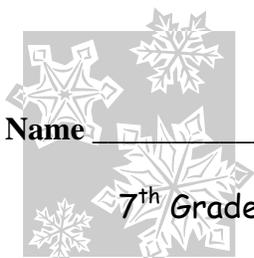
(Review from Grade 6)

7. annus			annual, _____
8. ge			geology, _____, _____
9. micros			microscope, _____
10. omnis			omniscient, _____

Analyze SUBSEQUENT by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____



Appendix G, page 4

Name _____

Date _____

7th Grade Vocabulary Greek and Latin Roots: DECEMBER Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

<i>Root</i>	<i>Gk/Ln</i>	<i>Meaning</i>	<i>English Words</i>
1. celer			accelerate, _____
2. finis			final, _____
3. morphe			amorphous, _____
4. scribo			scribble, _____
5. solvo			solution, _____
6. valeo			valiant, _____

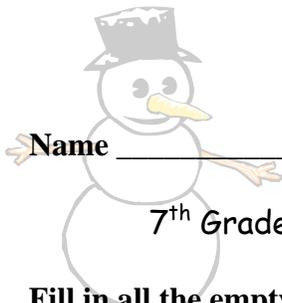
(Review from Grade 6)

7. astron			astronaut, _____
8. dico, dictum			predict, _____
9. photo			photograph, _____
10. thermos			thermometer, _____

Analyze *PREDICT* by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____



Name _____

Date _____

7th Grade Vocabulary Greek and Latin Roots: JANUARY Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

Root	Gk/Ln	Meaning	English Words
1. audio	Latin		Audience, _____
2. cresco			Increase, _____
3. erro			Error, _____
4. jacio			eject, _____, _____
5. neos	Greek		neonatal, _____
6. tendo			intense, _____

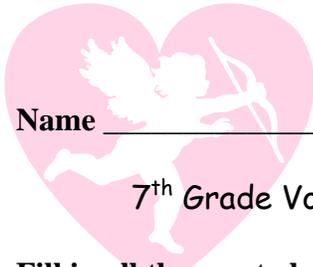
(Review from Grade 6)

7. centum			cent, _____
8. hydor			hydrant, _____
9. primus			primary, _____
10. quartus			quart, _____, _____

Analyze *INTENSE* by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____



Appendix G, page 6

Name _____

Date _____

7th Grade Vocabulary Greek and Latin Roots: FEBRUARY Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

Root	Gk/Ln	Meaning	English Words
1. amo			amorous, _____
2. cum			compose, _____
3. facio			Effect, _____, _____
4. juro			jury, _____
5. pseudos			pseudoscience, _____
6. super			Superficial, _____

(Review from Grade 6)

7. bios			Biopsy, _____
8. mega			megaphone, _____
9. phileo			philosophy, _____
10. vita			Vitamin, _____

Analyze **ADJURE** by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____



Appendix G, page 7

Name _____

Date _____

7th Grade Vocabulary Greek and Latin Roots: MARCH Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

Root	Gk/Ln?	Meaning	English Words
1. ab			abjure, (note difference from “adjure”) _____
2. extra			extraterrestrial, _____
3. macros			macroscopic, _____
4. pedis			pedal, _____, _____
5. sentio			sensitive, _____
6. volvo			resolve, _____

(Review from Grade 6)

7. monos			monotheism, _____
8. poly			polygon, _____
9. psyche			psychology, _____

Analyze **ABJURE** by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____

Analyze **REVOLUTION** by identifying the roots, meaning(s) and the English definition.

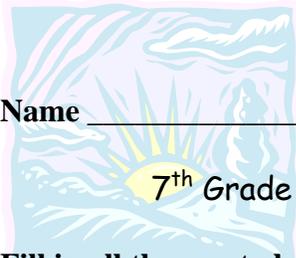
Root(s): _____

Definition: _____

Appendix G, page 8

Name _____

Date _____



7th Grade Vocabulary Greek and Latin Roots: APRIL Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

Root	Gk/Ln?	Meaning	English Words
1. hypo			hypodermic, _____
2. manus			manuscript, _____
3. specto			expect, _____
4. syn			synchronize, _____, _____
5. teneo			tenacious, _____, _____
6. zoon, zoe	Greek		protozoa, _____

(Review from Grade 6)

7. ante			antechamber, _____
8. post			posterior, _____
9. video, visum			video, visual, _____

Analyze *MANUSCRIPT* by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____

Analyze *SYNCHRONIZE* by identifying the roots, meaning(s) and the English definition.

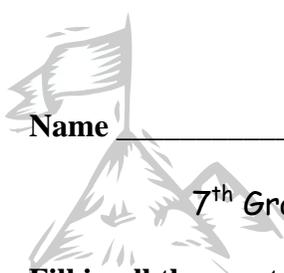
Root(s): _____

Definition: _____

Appendix G, page 9

Name _____

Date _____



7th Grade Vocabulary Greek and Latin Roots: MAY Worksheet

Fill in all the empty boxes or spaces of the chart. Use your dictionary to make sure an English word truly comes from that root.

Root	Gk/Ln?	Meaning	English Words
1. curro			current, _____
2. fero			confer, _____
3. homos			homonym, _____
4. pro			propose, _____, _____
5. strictus			strict, _____, _____
6. venio			event, _____, _____

(Review from Grade 6)

7. minus			Minus, minor, _____
8. pre			predict, _____, _____
9. protos			prototype, _____
10. tele			telephone, _____, _____

Analyze **RECURRENCE** by identifying the roots, meaning(s) and the English definition.

Root(s): _____

Definition: _____

Appendix H, page 1

Quiz 1: SEPTEMBER Greek and Latin Roots

Name _____ Date _____

Root	Meaning	2 English Words
AD		1) 2)
BENE		1) 2)
FRAGILIS		1) 2)
RE		1) 2)
SUB		1) 2)
VOCO		1) 2)

Review

AQUA		1) 2)
DECEM		1) 2)
MAGNUS		1) 2)
PHONE		1) 2)

Analyze *BENEFIT* by identifying the roots, meaning(s) and the English definition.

Root: _____

Definition: _____

Appendix H, page 2

 KEY Quiz 1: SEPTEMBER Greek and Latin Roots (30 POINTS Total)

Root	Meaning	2 English Words
AD	to, forward	Advocate, advance, adjacent, adverb, add, adventure, adopt, ...
BENE	good, well	Benefit, beneficial, benediction, benevolent, benefactor,
FRAGILIS	breakable	Fragile, fragility, fragment, fraction, fracture, fractious
RE	back, again	Return, react, reply, revise, reiterate, redo, ...
SUB	under	Subdue, subject, subtract, submarine
VOCO	call	Vocalize, vocal, voice

Review

AQUA	water	Aquarium, aquatic, aqueduct
DECEM	ten	Decade, decimal, decimate
MAGNUS	great	Magnificent, magnify, magnanimity
PHONE	sound, voice	Phonograph, telephone, phonics

Analyze *BENEFIT* by identifying the roots, meaning(s) and the English definition.

Root: *BENE = good, well*

Definition: anything contributing to an improvement, an advantage (or any reasonable answer)

Appendix I, page 1

Quiz 2: OCTOBER Greek and Latin Roots

Name _____

Date _____

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. HYPER		
2. TRANS		
3. UNUS		
4. MALUS		
5. BI		
6. TRI		
7. AUTO		
8. DUO		
9. CIRCUM		
10. POLIS		
11. RE		
12. BENE		

13. Analyze **ADVOCATE** by identifying the roots, meaning(s) and the definition. (3 points)

Root(s): _____

Definition: _____

14. Analyze **CIRCULATE** by identifying the roots, meaning(s) and the definition. (3 points)

Root(s): _____

Definition: _____

Appendix I, page 2

 **KEY Quiz 2: OCTOBER Greek and Latin Roots (30 POINTS Total)**

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. HYPER	over, beyond	hypertension, hyperactive, etc.
2. TRANS	across	transfer, transcontinental, etc.
3. UNUS	one	unanimous, unilateral, etc.
4. MALUS	bad	malady, malice, etc.
5. BI	two	bisect, bipartisan, biceps, etc.
6. TRI	three	trilogy, triangle, triple, triplet, triplicity, tripod, etc.
7. AUTO	self	automobile, autocrat, automatic, etc.
8. DUO	two	duplex, duplicate, duplicity, etc.
9. CIRCUM	around	circulate, circumference, circumlocution, etc.
10. POLIS	city	Metropolis, political, politics, etc.
11. RE	back, again	React, retry, reply, return, etc.
12. BENE	well, good	Beneficial, benefit, benediction, etc.

11. Analyze *ADVOCATE* by identifying the roots, meaning(s) and the definition.

1 point - Root(s): AD means “to, toward”, VOCO means “call”

2 points - Definition: to speak up for something (or reasonable answer)

12. Analyze *CIRCULATE* by identifying the roots, meaning(s) and the definition.

1 point - Root(s): CIRCUM means “around”

2 points - Definition: to move in a circle or circuit (or reasonable answer)

Appendix J, page 1

Quiz 3: NOVEMBER Greek and Latin Roots

Name _____

Date _____

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. ANNUS		
2. JUDEX		
3. PAN		
4. DEMOS		
5. OMNIS		
6. EX		
7. CHRONOS		
8. GE		
9. MICROS		
10. SEQUOR		
11. HYPER		
12. POLIS		

13. Analyze *AUTOMATIC* by identifying the roots, meaning(s) and the definition. (3 points)

Root(s): _____

Definition: _____

14. Analyze *SUBSEQUENT* by identifying the roots, meaning(s) and definition. (3 points)

Root(s): _____

Definition: _____

Appendix J, page 2

 **KEY Quiz 3: NOVEMBER Greek and Latin Roots (30 POINTS Total)**

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. ANNUS	year	annual, anniversary, etc.
2. JUDEX	judge	judge, prejudice, judicial, etc.
3. PAN	all	panorama, panacea, Pan-American, Pan-German, etc.
4. DEMOS	people	democracy, epidemic, [not “demonstrate”, etc.
5. OMNIS	all	omnipotent, omniscient, omnipresent, etc.
6. EX	from, out of	exclaim, exhaust, express, expect, etc.
7. CHRONOS	time	chronological, chronic, chronometer
8. GE	earth	geology, geography, geometry, etc.
9. MICROS	small	microscope, microfilm, microcosm, etc.
10. SEQUOR	follow	sequel, (NO CREDIT for “subsequent” which is listed below), etc.
11. HYPER	over, beyond	hypertension, hyperactive
12. POLIS	city	Metropolis, political

13. Analyze *AUTOMATIC* by identifying the roots, meaning(s) and the definition. (3 points)

1 point - Root(s): **AUTO means “self”**

2 points - Definition: **something that seems to move itself** (or reasonable answer)

14. Analyze *SUBSEQUENT* by identifying the 2 roots and the definition. (3 points)

1 point - Root(s): **SUB means “under”, SEQUOR means “follow”**

2 points - Definition: **something that comes after** (or reasonable answer)

Appendix K, page 1

Quiz 4: DECEMBER Greek and Latin Roots

Name _____

Date _____

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. SOLVO		
2. MORPHE		
3. VALEO		
4. SCRIBO		
5. ASTRON		
6. THERMOS		
7. PHOTO		
8. DICO, DICTUM		
9. CELER		
10. FINIS		
11. PAN		
12. JUDEX		

13. Analyze *DISSOLVE* by identifying the root and the definition. (3 points)

Root(s): _____

Definition: _____

14. Analyze *BENEDICTION* by identifying the 2 roots and the definition. (3 points)

Root(s): _____

Definition: _____

Appendix K, page 2

 **KEY Quiz 4: DECEMBER Greek and Latin Roots (30 POINTS Total)**

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. SOLVO	loosen	solution, dissolve, solvent, etc.
2. MORPHE	form	metamorphosis, amorphous, mesomorph, etc.
3. VALEO	be strong	prevail, valiant, valor, value, etc.
4. SCRIBO	write	scribble, inscribe, scribe, Scripture, manuscript, etc.
5. ASTRON	star	astronaut, astronomy, astral, aster, etc.
6. THERMOS	heat	thermostat, thermometer, photothermic, etc.
7. PHOTO	light	photograph, photon, photocopy, etc.
8. DICO, DICTUM	say	dictation, dictionary, edict, dictator, predict, etc.
9. CELER	swift	accelerate, deceleration, celerity, etc.
10. FINIS	end	confine, finality, finish, define, finite, etc.
11. PAN	all	panorama, panacea, Pan-American, Pan-German (history) , etc.
12. JUDEX	judge	judge, prejudice, judicial, etc.

13. Analyze *DISSOLVE* by identifying the root and the definition. (3 points)

Root(s): SOLVO means loosen

Definition: to melt or liquefy (or a reasonable answer)

14. Analyze *BENEDICTION* by identifying the 2 roots and the definition. (3 points)

Root(s): BENE means “good” / DICTUM means “said”

Definition: something said that is good or is a blessing (or a reasonable answer)

Appendix L, page 1

Quiz 5: JANUARY Greek and Latin Roots

Name _____ Date _____

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. PRIMUS		
2. CENTUM		
3. ERRO		
4. TENDO		
5. NEOS		
6. AUDIO		
7. CRESCO		
8. HYDOR		
9. QUARTUS		
10. JACIO		
11. CELER		
12. MORPHE		

13. Analyze *FINITE* . (3 points)

Root: _____ Meaning: _____

Definition: _____

14. Analyze *ERRATIC* by identifying the root and the definition. (3 points)

Root: _____ Meaning: _____

Definition: _____

Appendix L, page 2

 **KEY Quiz 5: JANUARY Greek and Latin Roots (30 POINTS Total)**

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. PRIMUS	first	primary, primitive, primogeniture, prime, primate, etc.
2. CENTUM	hundred	century, cent, percent, etc.
3. ERRO	wander, stray	error, erratic, knight errant, inerrant, etc.
4. TENDO	stretch	tension, intense, detention, tendon, etc.
5. NEOS	new	neophyte, Neo-Classical, neon, neonatal, neologize, etc.
6. AUDIO	hear	audience, inaudible, auditory, etc.
7. CRESCO	grow	increase, decrease, crescendo, etc.
8. HYDOR	water	hydrant, hydroelectric, hydration, etc.
9. QUARTUS	fourth	quart, quarter, quadrant, quartet, etc.
10. JACIO	throw	eject, interject, trajectory, etc.
11. CELER	swift	accelerate, deceleration, celerity, etc.
12. MORPHE	form	metamorphosis, amorphous, mesomorph, etc.

13. Analyze *FINITE* by identifying the root and the English definition. (3 points)

Root(s): FINIS means “end”

Definition: something that ends (or does not go on forever, etc.)

14. Analyze *ERRATIC* by identifying the root and the English definition. (3 points)

Root(s): ERRO means wander

Definition: moving unpredictably or wandering around (or a reasonable answer)

Appendix M, page 1

Quiz 6: FEBRUARY Greek and Latin Roots

Name _____

Date _____

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. JURO		
2. PSEUDOS		
3. FACIO		
4. CUM		
5. NEOS		
6. SUPER		
7. PHILEO		
8. MEGA		
9. BIOS		
10. VITA		
11. AMO		
12. TENDO		

13. Analyze *AMIABLE* by identifying the roots, meaning(s) and the definition. (3 points)

Root: _____ **Meaning:** _____

Definition: _____

14. Analyze *HYDROTHERMIC* by identifying the roots and definition. (3 points)

Root + Meaning: 1) _____ 2) _____

Definition: _____

Appendix M, page 2

 KEY Quiz 6: FEBRUARY Greek and Latin Roots

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. JURO	swear	jury, perjury, adjure, juror, etc.
2. PSEUDOS	lie	pseudonym, pseudomorph, pseudoclassic, etc.
3. FACIO	make	effect, affect, manufacture, (not face, facial) , etc.
4. CUM	with	compose, accommodate, accumulate, etc.
5. NEOS	new	neophyte, Neo-Classical, neon, neonatal, neologize, etc.
6. SUPER	above	superficial, superlative, supreme, superior, insuperable, etc.
7. PHILEO	love	philosophy, philanthropic, hydrophilic, etc.
8. MEGA	large	megaphone, megalomania, megapod
9. BIOS	life	biology, biographic, biopsy, biogenesis, etc.
10. VITA	life	vitamin, vitality, vital, vitascope, etc.
11. AMO	love	amiable, amorous, amity, etc.
12. TENDO	stretch	tension, intense, detention, tendon, etc.

13. Analyze *AMIABLE* . (3 points)

Root: AMO Meaning: Love

Definition: friendly

14. Analyze *HYDROTHERMAL* by identifying the roots and the definition. (3 points)

Root + Meaning: 1) HYDOR means water 2) THERMOS means heat

Definition: having to do with hot water

Appendix N, page 1

Quiz 7: MARCH Greek and Latin Roots

Name _____

Date _____

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. MACROS		
2. EXTRA		
3. AB		
4. PSYCHE		
5. SENTIO		
6. FACIO		
7. PSEUDOS		
8. MONOS		
9. PEDIS		
10. VOLVO		
11. POLY		
12. CUM		

13. Analyze **BIPED**. (3 points)

Roots + Meaning: 1) _____ 2) _____

Definition: _____

14. Analyze **REVOLVE**. (3 points)

Roots + Meaning: 1) _____ 2) _____

Definition: _____

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 KEY Quiz 7: MARCH Greek and Latin Roots

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. MACROS	long	macrocosm, macron, macroscopic, macrograph, etc.
2. EXTRA	outside	extravagant, extraordinary, extracurricular, extraterrestrial, etc.
3. AB	away, from	abnormal, absent, abjure, etc.
4. PSYCHE	soul, mind	psychology, psychiatry, psychic, etc.
5. SENTIO	feel	sensation, sensual, sentry, sensitive, sensory, etc.
6. FACIO	make	effect, affect, manufacture, (not face, facial, etc.) , etc.
7. PSEUDOS	lie	pseudonym, pseudomorph, pseudoclassic, etc.
8. MONOS	single	monologue, monarch, monopoly, monotheism, etc.
9. PEDIS	foot	pedal, biped, pedestrian, megapod, podiatrist, etc.
10. VOLVO	roll	revolve, evolve, revolution, revolver, etc.
11. POLY	many	polygon, polygamy, polyglot, polygraph, etc.
12. CUM	with	compose, accommodate, accumulate, etc.

13. Analyze *BIPED* . (3 points)

Roots + Meaning:1) BI means “two” 2) PEDIS means “foot”

Definition: having 2 feet

14. Analyze *REVOLVE*. (3 points)

Roots + Definition:1) RE means “again” 2) VOLVO means “roll”

Definition: spin or turn around

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Quiz 8: APRIL Greek and Latin Roots

Name _____

Date _____

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. ZOON, ZOE		
2. VIDEO, VISUM		
3. POST		
4. SYN		
5. TENEО		
6. SPECTO		
7. ANTE		
8. HYPO		
9. MANUS		
10. SENTIO		
11. CUM		
12. MACROS		

13. Analyze *EXTRAORDINARY* . (3 points)

Root: _____ **Meaning:** _____

Definition: _____

14. Analyze *ABNORMAL* . (3 points)

Root + Meaning: _____

Definition: _____

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 KEY Quiz 8: APRIL Greek and Latin Roots

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. ZOON, ZOE	animal, life	zoology, protozoa, zoo, zoophobia, etc.
2. VIDEO, VISUM	see, seen	evident, visual, visor, video, etc.
3. POST	after	posthumous, posterity, posterior, post haste, etc.
4. SYN	together	synchronize, synthesis, syncope, synergy, etc.
5. TENEO	hold, keep	contain, content, maintain, tenacious, tenacity, tenant, etc.
6. SPECTO	look at	spectator, inspect, expect, speculate, perspective, etc.
7. ANTE	before	posthumous, posterity, posterior, post haste, etc.
8. HYPO	under, beneath	Hypodermic, hypothesis, hypothermia, etc.
9. MANUS	hand	manuscript, manufacture, maintenance, etc.
10. SENTIO	feel	sensation, sensual, sentry, sensitive, sensory, etc.
11. CUM	with	compose, accommodate, accumulate, etc.
12. MACROS	long	macrocosm, macron, macroscopic, macrograph, etc.

13. Analyze *EXTRAORDINARY* . (3 points)

Root + Meaning: EXTRA means "outside"

Definition: out of the ordinary

14. Analyze *ABNORMAL* . (3 points)

Root + Meaning: AB means "away" or "from"

Definition: not ("away from") normal

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Quiz 9: MAY Greek and Latin Roots

Name _____

Date _____

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. HOMOS		
2. VENIO		
3. CURRO		
4. PRO		
5. STRICTUS		
6. TELE		
7. PROTOS		
8. PRE		
9. MINUS		
10. FERRO		
11. TENDO		
12. SYN		

13. Analyze *EXPECT* . (3 points)

Roots + Meaning:1) _____ 2) _____

Definition: _____

14. Analyze *ADVENTURE* by identifying the roots and the Definition. (3 points)

Root + Meaning:1) _____ 2) _____

Definition: _____

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 **KEY Quiz 9: MAY Greek and Latin Roots**

Root	Meaning of Root (1 point)	English word that uses the root (1 point)
1. HOMOS	same	homogenous, homocentric, homonym, homomorphic, etc.
2. VENIO	come	event, advent, adventure, venture, prevent, (NOT ventriloquist) , etc.
3. CURRO	run	current, cursive, course, recurrence, etc.
4. PRO	before, for	proceed, propose, prodigy, proponent, proclaim, proboscis, etc.
5. STRICTUS	drawn tight	strict, constricted, stricture, restriction, etc.
6. TELE	at a distance	telephone, television, telescope, telepathy, etc.
7. PROTOS	first	prototype, protozoa, protagonist, etc.
8. PRE	before	predict, prepare, prevail, preposition, predisposed, etc.
9. MINUS	smaller	diminish, minor, diminutive, minimal, etc.
10. FERO	bring, bear	confer, defer, reference, coniferous, etc.
11. TENDO	stretch	tension, intense, detention, tendon, etc.
12. SYN	together	synchronize, synthesis, syncope, synergy, etc.

13. Analyze *EXPECT* . (3 points)

Roots + Meaning:1) EX means "from" or "out of" _ 2) SPECTO means "look at" _

Definition: to look forward to (or a reasonable answer)

14. Analyze *ADVENTURE* by identifying the roots and the Definition. (3 points)

Root + Meaning:1) AD means "to" or "forward" _ 2) VENIO means "come" _

Definition: an unusual experience [that comes to you] (or a reasonable answer)