

## Unit 2, DAY 2

### Detours: Roots (-tract- and -mot-/-mov-)

#### Content Objectives

1. Students will discover the meanings of the roots –tract- and -mot-/-mov- .
2. Students will identify and underline the roots –tract- and –mot-/-mov- in English and Spanish words that contain them.

#### Language Objective

1. Students explain how the meanings of –tract- and –mot-/-mov- help us understand the meanings of English and Spanish words that contain them.

#### Teacher Materials:

1. Green traffic light (prefix) mini-poster
2. Yellow traffic light (roots) mini-poster
3. Cardboard tractor
4. Overhead 1--detours –tract-
5. Overhead 2-- detours –mot-
6. The Locomotion Dance Steps. The steps can be found on youtube at <http://www.youtube.com/watch?v=FbnV95meGVg>
7. CD with *The Locomotion* and CD player. The song can be found on youtube at <http://www.youtube.com/watch?v=C5OoQadZTPk>

#### Student Materials:

1. A baggie with a magnet and a collection of objects that the magnets will and will not ATTRACT
2. Student worksheet versions of overheads 1 and 2
3. binders, pencils and yellow markers

#### Day at a Glance

1. (5 min) **Introduce** objectives and **review** re-
2. (20 min) **Introduce** –tract- through a magnet activity and worksheet
3. (15 min) **Introduce** –mot-/-mov- through a worksheet
4. (5-10 min) **Wrap-up:** Do *The Locomotion*!

### Activities

**(2 min) Let's take a look at our objectives for today** [point to screen with objectives on it]. **Our content objectives are to discover the meaning of the roots –tract- and –mot-, and to identify and underline these roots in English and Spanish words, and our language objective is to explain how the meaning of the roots helps us understand the meanings of the words.**

### REVIEW MEANINGFUL WORD PARTS AND THE PREFIX RE-

**(3 min) We have been talking about the fact that sometimes when you look at a word, you can see that it is made up of parts, and that you can use those parts to figure out what the word means. Yesterday, we talked about the part of a word that comes at the beginning. Who remembers what that is called?** [Anticipated response: a prefix.] **What prefix did we talk about yesterday?** [Anticipated response: re-] **What happens when you add it to the beginning of a word?** [It changes the meaning of that word, either to mean to do something again, or 'back, against'.] **Right, so a prefix comes at the beginning of the word and changes the meaning of the word. Some prefixes, like re-, can mean more than one thing. Since a prefix comes at the beginning of the word, we use this green traffic light to help us remember the placement and function of prefixes – 'Go! Start to think about the meaning of the word!'** [Point out prefix - green traffic light mini-poster posted in room.] **Since green lights help us remember the purpose of prefixes, we use a green marker to underline prefixes in words, like we did with the re- words yesterday.**

**We've also been talking about parts of speech, and nouns, verbs, and adjectives in particular. Who remembers what part of speech the prefix re- goes with?** [verbs]. **Right, re- attaches to verbs, or action words.**

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### **(20 min) INTRODUCE –TRACT-**

**Today we are going to learn another word part: the root. The root of a word is a very important part because it tells you the main meaning of the word. If you come across a word you don't know, you can slow down and take a close look at the root because it will give you some clues about the meaning of the word. Since we want to sloooooow down and take a close look at each root, we're going to use a yellow traffic**

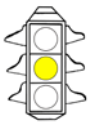
**light for roots to remind us to do that.** [Show yellow traffic light with the tag sentence, “Roots – slow down and think carefully about the meaning of the word.”] **We’re also going to use our yellow markers to highlight roots in words.**

**We call the main parts of words roots.** Show the first part of overhead 1—the root explanation, and read it or have a student read it. Reinforce the idea that roots are really important for using the cognate strategy because cognates are words in two or more languages that share the same root.

Detours



ROOT



ROOT

We call the main part of a word the root. English and Spanish have many words made of roots that come from Greek and Latin. When words in English and Spanish share the same root, they’re called cognates.

Some roots are words all by themselves, but most are not—they need a prefix in front, or a suffix that comes after them.

**Let’s see if you can guess what today’s root is through this activity. I’m going to give each pair of you a magnet and some objects. I’d like you to see what happens when you place those objects, one at a time, close to the magnet.** [Pass out the baggies with the magnets and objects to each pair. The students will discover that the magnets pull some objects towards them. They ATTRACT some of the objects and not others. When the students say the word “pull,” write it down on the board. If they say “attract” write that down as well, making the connection between them. If they do not say “attract” try to help them along: **What do we call it when something feels “pulled” to something else? For example, the scent of a flower can pull a bee toward it, or a guy wearing a crazy hat might pull your attention to him...**

**So, something about the word attract has the meaning “pull.” What part do you think it is?** [Students will probably say “-tract-” because there is not much else here and it’s a syllabic unit. Use your yellow marker to underline –tract-.] **Do you know a Spanish word that means the same thing as ‘attract’?** [*atraer* (ah-try-EHR) – Write it next to ‘attract’.] **Right, atraer in Spanish means to attract. Notice that in Spanish, the**

**root shows up as –tra- rather than as –tract-. [Use your yellow overhead marker to underline –tra- in *atraer*.] Do you know any other words that have -tract- in them?** [Write down any words the students come up with and underline –tract- in yellow. Ask if there are any similar words in Spanish and if there are, write them next to the English words. If appropriate, continue to point out how the root –tract- frequently shows up as –tra- in the Spanish words. Then show students your tractor.] **Do you hear “tract” in the word “tractor?” In Spanish, the word is the same (it’s a cognate), but the pronunciation is a little different – “tracTOR.” Can you see how the meaning “pull” fits with what a tractor (or tracTOR) is or does?** [A tractor is often used to pull farm machinery or heavy loads.]

3. Show the top part of overhead 1. **The root –tract- means “to pull or drag.”** [Collect the baggies and pass out student worksheet 1 on –tract-.] **Here are some more words with the root –tract-. Think about the yellow traffic light, and how it helps us remember to slow down and think about the main meaning of a word. Color the middle light of the traffic light yellow. Then take a few minutes to match the pictures with the word. Finally, use your yellow marker to underline –tract- in each word and think about how the idea of “pulling” makes sense in each word.** [Discussion: a) the lady was paying for something in the store but was distracted by the dog – the dog pulled the lady’s attention away from her purchase; b) a number that is subtracted from another is pulled away from it. (You might mention that “sub” means below—the number “below” is pulled away.) c) when someone extracts a tooth, they pull it out; d) an attraction is something really entertaining that pulls people to it. Disney World is a major attraction.] **Let’s go through and write the Spanish cognates next to each English word. (*distracted* – *distraído* (*dis-try-EE-doh*); *subtraction* – *subtracción* (*soob-trahc-SYON*); *extract* – *extrae* (*ex-TRAH-ay*; *attraction* – *atracción* (*ah-trahc-SYON*)) Notice that in Spanish, as we discussed, sometimes the root shows up as –tra-, like *distraído* or *extrae*. Sometimes it shows up as –tract-, but the final ‘t’ disappears, so it just looks like –trac-, like in *subtracción* or *atracción*.**

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**(15 min) INTRODUCE –MOT-/-MOV-**

Take your cardboard tractor, and move it around. Then stop it. Ask the students to explain what the difference is between when you are moving the

tractor and when it's stopped—they should say it was moving and now it isn't.

Ask the students what the noun is that goes with the verb “move.” For example, if something is moving, we say it is in \_\_\_\_\_. (motion) Write the word “*motion*” on the board, along with the word ‘*moving*’. [If students ask about Spanish, you can tell them that you wouldn't use the expression ‘*in motion*’ – you'd just say ‘*moviendose*,’ for ‘*moving*.’]

Ask: **How is the *tractor* moving—what is creating the *motion*?** [You are pushing it.] **How does a real *tractor* move—does it have to be pushed?** [No, it has a *motor*.] Write “*motor*” on the board, and point out that this is the same word in Spanish, it's just pronounced differently - *moTOR*. **What do these words, “*motion*” and “*motor*” have in common? [-mot-.] What do you think -mot- means? [move] Right, -mot- means move, and it's a root in Spanish as well – as we already noticed, ‘*motor*’ is the same word in Spanish. This root is a twin root, meaning that it has two different forms. One form is –mot-, like in *motion* or *motor* [pronounce in Spanish as well as in English, and underline the root –mot- in these words with your yellow marker], and the other form is –mov- like in *moving* or *moviendose*. [Underline the root –mov- in these words with your yellow marker.]**

Show overhead 2, detours: -mot- and pass out student worksheet 2 on -mot-. **Here are three more words with -mot- or –mov- in them. For each one, underline the root with your yellow marker, and explain how the idea of “moving” is contained in each word. Let's also color the middle light of the traffic light yellow to remind ourselves to slow down and think about the core meaning of the word.** [Discussion: 1) A *locomotive* (Spanish: *locomotor* (*lo-co-mo-TOR*)) is an engine that moves railroad cars around. 2) When you're *emotional* (Spanish: *emocional* (*ay-mo-syon-AL*)), you are moved by strong feelings. Discuss the feeling of fear in this example. Also note that in the Spanish word, the final ‘t’ is dropped, as also happened with the ‘t’ in –tract-, earlier. 3) When you *promote* (Spanish: *promover* (*pro-mo-BEAR*)), a product or an idea you move it out front so that people notice it. **Let's say you want to promote the idea that people should recycle so that we have less trash –what would you do to promote that idea?** [possible responses- talk to your family and friends, get recycling bins for your home and school, make a poster and hang it in your school, etc.] **Right, these are all things that you would do to move your idea**

**about recycling out in front of people, to *promote* the idea of recycling.** [Have students place their worksheets behind the ‘roots’ tab in the Detours side of their binders and put their pencils and markers back in their pencil pouches. Put away the binders.]

5. (5-10 min) **Wrap-up:** Do *The Locomotion*!!!! Tell the students that a word related to “*locomotive*” is “*locomotion*”—write it on the board in big letters and underline the root –mot- with your yellow marker. Say: **Let’s look at this word. I’m thinking that a part of this word means something in Spanish—what is it?** [loco—it means “crazy.”] Draw a line between loco/motion. **Loco also means place (as in local, location), but let’s stick with the Spanish meaning for now. If “loco” means ‘crazy’ and motion means “movement” what does it mean all together?** [Moving in a crazy way.] Explain that the *The Locomotion* is the name of a dance with crazy movements that used to be very popular – the singer Little Ava was only 16 years old when it became a hit! Teach the students the basic steps (you can find written instructions online at [http://www.ehow.com/way\\_5332672\\_locomotion-dance-steps.html](http://www.ehow.com/way_5332672_locomotion-dance-steps.html), or you can also search on youtube for video instructions). Play the song and dance - you and the students could also make up your own “moves.”