

Unit 3: Learning a Second Language

Day 2: Detours – Roots: -script- and -dict-

Content Objectives

1. Students will discover the meanings of the roots –dict- and –script/scib- .
2. Students will identify and underline the roots –dict- and –script/scrib- in English and Spanish words that contain them.

Language Objective

1. Students explain how the meanings of the roots –dict- and –script/scrib- help us understand the meanings of English and Spanish words that contain them.

Teacher Materials:

1. green (prefix) and yellow (root) traffic light mini-posters from Unit 2
2. king and queen stick puppets – make yourself by finding a picture of a king and queen online, printing them, cutting them out, and attaching them to popsicle sticks or tongue depressors.
3. objectives overhead
4. –dict- overhead
5. –script/scrib- overhead
6. a dictionary
7. thistle picture – you can search for one online
8. fine point yellow overhead marker

Student Materials:

1. Student worksheet versions of –dict- and –script/scrib- overheads
2. binders, pencils and yellow markers
3. white boards and dry erase markers

Day at a Glance

1. (5-10 min) **Introduce** objectives and **review** negative prefixes and the roots –tract- and –mot-
2. (20 min) **Introduce** the root –dict- through a puppet activity and worksheet

Unit 3/Day 2 /Cross-linguistic lesson plan

3. (15 min) **Introduce** the twin roots –script/scrib- through a worksheet
4. (5 min) **Wrap-up** – review objectives

Activities

(5 min – introduce objectives and review negative prefixes)

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 –dict- and –script/scrib-, 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.**

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. We also talked about the part of a word that comes at the beginning. Who remembers what that is called? [Anticipated response: a prefix.] **Right, it's called a prefix, and since it comes at the beginning of a word, we use this green traffic light to help us remember where it goes and what it's for. Prefix – go! Begin to think about the meaning of the word!** [Hold up green traffic light mini-poster from Unit 2.] **What prefixes did we talk about yesterday?**

[Anticipated response: The negative prefixes, which are un-, dis-, in-, im-, il-, ir-.] [Ask about Spanish equivalents of these prefixes – nothing for un-, des, in/im/il/ir.] **What happens when you add them to the beginning of a word?** [They change the meaning of that word, to make its opposite.

Emphasize the fact that all of these prefixes are different ways of saying basically the same thing, “not,” just as we have many words that we use that say about the same thing. (e.g., To describe someone who is nice, we can use good, kind, pleasant...)]

Who remembers some of the words with negative prefixes that we came up with yesterday? [Solicit words from students – they can refer to their Unit 3/Day 1 negative prefixes worksheet if that would be helpful.] **One of these prefixes is special – it's a chameleon prefix. Who remembers what the chameleon prefix is?** [in-] **Right, in-. And why do we call it a chameleon prefix?** [It changes depending on its ‘habitat’ or the environment that it's found in.] **Right, it changes depending on its ‘habitat’ - specifically, it follows these rules:**

- 1. We use im- instead of in- with words that begin with m or p, like *impossible* (impossible – eem-poh-SEE-blay) or *immature* (no parallel in Spanish because Spanish retains in- before m- words);**
- 2. We use il- instead of in- with words that begin with l, like *illogical* (ilógico – ee-LO-hee-coh); and**

3. We use ir- instead of in- with words that begin with r, like *irresponsible* (*irresponsable – ee-ray-spone-SAH-blay*).

Can you think of any other words that use the chameleon prefix? Let's see if we can come up with some together. You can come up with words in English or Spanish. [Solicit a few words from students and make corrections if they suggest words that don't start with in/im/il/ir-.]

(20 min – review –tract- and –mot- and introduce new root –dict-) **In the last unit, we also started to talk about another meaningful word part in addition to prefixes. Does anyone remember what that meaningful word part is called? [root] Right, it's called a root. And what is a root? [the main part of a word that gives you a clue to the word's meaning]. Right, a root is the main part of a word that gives you a clue to the word's meaning. We use the yellow traffic light to help us remember the purpose of roots – sloooow down and think about the core meaning of the word.** [Show the yellow traffic light mini-poster from Unit 2.]

What are the two roots that we studied in the last unit? [-tract- and –mot/mov-]. Right, we learned about –tract- and –mot/mov-. Who remembers what –tract- means? [pull] Right, -tract- means to pull, the way a tractor pulls things on a farm. And who remembers what –mot- or –mov- means? [move] – Right, it means to move, just like we were moving when we did the Locomotion!

I want you to turn to your partner now, and on one of your white boards, write down as many words as you can think of that use the root –tract- or –mot/mov- . You can come up with words in Spanish as well as in English. [Give students 1 minute to brainstorm.] **Ok, let's hear some of the words that you came up with.** [Solicit words from class. Get a sense of how many partners came up with each word. If students offer words that do not use one of these two roots, offer correction and invite them to provide another word that they came up with.]

Now we're going to start to learn about a new root. [Write *diction* (*dicción – deek-SYON*) = *speaking clearly* and the word *dictation* (*dictado – deek-TAH-doh*) on the board. Introduce your king and queen puppets (you can give them names if you want.) Say: **I'd like you to meet my friends. They are actors, rehearsing for a play. Before they read the script, they are going to do an exercise with tongue twisters** (ask students if they

know what tongue twisters are—if not, explain). **Did you know that saying tongue twisters helps people speak more clearly? They do; they help with *diction*** [point to the word *diction* (*dicción – deek-SYON*) on the board.]

Tell the students to listen carefully and see if they can figure out what the king and queen are saying. This will be a *dictation* exercise too (point to the word *dictation* (*dictado – deek-TAH-doh*) on the board)— some students will need to write down what the teacher *says*.

Start with the queen. She will say, “***The queen in green screamed.***” She should say this slowly at first and then increasingly faster. When the students have heard the tongue twister often enough, ask two students to come to the board and write it down, so that you have two versions of it.

Next have the king say his tongue twister, “***King Thistle stuck a thousand thorny thistles in his thumb.***” He should say this slowly at first and then increasingly faster. When the students have heard the tongue twister often enough, ask two students to come to the board and write it down, so that you have two versions of it.

Students are likely to discover that it’s hard to write down a word they don’t know the meaning of (*thistle*). Have one of the puppets give a student a *dictionary* (*un diccionario – deek-syon-AH-ree-oh*), and ask the student to look up the word. Add the word *dictionary* (*diccionario- deek-syon-AH-ree-oh*) to the list of –dict- words on the board. Have a puppet say, “**Wait! Before we find out what “thistle” means, does anyone have a prediction? Who has a prediction about what the dictionary’s going to say?**” [Solicit responses from the students and add the word *prediction* (*predicción – pray-deek-SYON*) to the list of –dict- words. Read the *dictionary* meaning of *thistle* and also show them the picture of a thistle to help them get a clearer idea. Tell the students you are going to show them the actual tongue twisters—and ask them to *predict* whether they will get them right or not. **Who predicts they will get them right?** [Write the tongue twisters on the board.]

Show the –dict- overhead and read the meaning of the root: **-dict- is a Latin root that means “to say/tell.”** Pass out the student worksheet on –dict-, read through the directions, and allow students to work in pairs to complete it. Review the worksheet together when everyone has finished. Note the Spanish equivalents of the worksheet words that you have written on the

board and underline the root in those words, too. Notice how in Spanish the ‘t’ frequently drops off the root as it often did with mot- and tract-.

! Note: If students do not know the meaning of *verdict* (*veredicto* – *vay-ray-DEEK-toh*) and/or *dictator*, (*dictador* – *deek-tah-DOOR*) ask two students to look these words up in the *dictionary* before starting. Discuss the meanings and how say/tell is evident in them. Also, ver- in *verdict* is a prefix meaning “true” as in the word *verify*. In Spanish, *verdad* is a common word that means truth.

(15 min – introduce –script/scrib-) Pick up your puppets again and have the queen say to the king, “**OK, now that we’re done with our *diction* exercises, let’s rehearse the play.**

King: “**Mirror, mirror, on the wall, who’s the fairest one of all?**”

Queen: “**Wait a minute, that’s my line!**”

King: “**No it’s not, it’s my line!**”

Queen: “**The queen in *Snow White* is the one who says that, not the king!**”

King: “***Snow White*? I thought we were doing *Shrek*! Where’s the *script*?”**

The queen gives the king a copy of ‘the *script*’ (your lesson plan).

King (reading ‘the *script*’): “**Oh, you’re right – we are doing *Snow White*! I hope we get to do *Shrek* next time – I hardly have any lines at all in this play!**”

Project the -scrib/script- overhead. **The twin roots -scrib/script- mean to write, like the *script* in the play – a *script* contains the words that the actors say, written down. Many words with this root can be written using both forms of the roots.** Hand out the student worksheet version of the overhead, read the directions, and either work through it together or ask students to work on it in pairs. Help the students to discover that the –scrib- words are verbs while the words with –script- in them are nouns—in an upcoming unit they’ll learn about the –tion/-sion suffix that is another cue to the part of speech, but don’t get into that yet unless a student notices it. For each word, solicit the Spanish counterparts and notice the same thing about the parts of speech:

- prescribe (prescribir- pray-skree-BEER)
- prescription (prescripción – pray-skreep-SYON)

- inscribe (inscribir – een-skree-BEER);
- inscription (inscripción – een-skreep-SYON)
- describe (describir – day-skree-BEER);
- description (descripción – day-skreep-SYON)
- subscribe (suscribir – soob-skree-BEER);
- subscription (suscripción – soob-skreep-SYON)

Underline the roots in the Spanish words as well and notice how in Spanish the ‘t’ frequently drops off the root as it often did with dict-, mot- and tract-.

(5 min - Wrap-up)

Post the objectives for the day and read them or have a student read them. Ask the students to do a thumbs up/thumbs down to let you know whether or not they think you all completed the objectives for the day.

Write one of the following tongue twisters written on the board and ask the students to say it on their way out.

The blue bluebird blinks.

Ed had edited it.

A noisy noise annoys an oyster.

Four furious friends fought for the phone.

Friendly flees and fireflies.