

Unit 6: School Equity

DAY 2: Detours – roots (-struct- and -port-)

Content Objectives:

1. Students will discover the meanings of the roots –struct- and –port- .
2. Students will identify and underline the roots –struct- and –port- in English and Spanish words that contain them.

Language Objectives:

1. Students will explain how the meanings of the roots –struct- and –port- help us understand the meanings of English and Spanish words that contain them.

Teacher materials:

1. objectives overhead
2. –form- and –rupt- review worksheet overhead
3. –struct- picture overhead - construction
4. –port- picture overheads – 1) passport; 2) seaport; 3) imported; 4) transportation
5. white board markers and overhead markers

Student materials:

1. bag of legos (approximately 10-20 legos) – 1 per student or 1 per pair of students
2. student worksheet for –form- and –rupt-
3. white boards, dry erase markers, and wipe cloths
4. binders, pencils, and green, yellow, and red markers

Day at a Glance:

1. (15 min) **Introduce** objectives and **review** the suffixes –able and –al as well as the roots –form- and –rupt-
2. (15 min) **Introduce** the root –struct- through a lego activity
3. (10 min) **Introduce** the root –port- through pictures
4. (5 min) **Wrap-up** – -struct-/-port- relay; review objectives

Activities

*****15 MINUTES – INTRODUCE OBJECTIVES AND REVIEW THE SUFFIXES ABLE and AL AND THE ROOTS FORM AND RUPT*****

(introduce objectives)

- **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 -struct- and -port-, 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 suffixes -able/ible and -al)

- **Yesterday we learned about two suffixes -able, like in *The Twistable, Turnable Man* poem that we listened to, and -al, like in the words *natural* or *formal*.**
- **What do the -able and -al suffixes do to a word? How do they ‘change the grammar function’ or part of speech of a word?** [They make words into adjectives]. **Right, they both turn words into adjectives – words that end in -able or -al are all adjectives, or words that describe nouns.**
- **What kinds of words does the suffix -al attach to?** [nouns] **Right, -al changes nouns like *nature* into adjectives like *natural*.**
- **Yesterday we reviewed some of the -al words that we have already learned in previous units. Who remembers what they were? Look at the list of adjectives on our word wall if you need a hint.** [Point to the adjectives column of the word wall.] [*global/global* (U3); *beneficial/beneficioso* (U3); *conventional/convencional* (U5)]
- **Good, right, these are three adjectives that we’ve already learned that end with the suffix -al. *Global* (or *global* in Spanish) means world-wide, *beneficial* (or *beneficioso* in Spanish) means helpful, and *conventional* (or *convencional* in Spanish) means usual or typical.**
- **Let’s take a minute to notice some spelling changes that happen when we take off the suffix -al and transform some of these**

adjectives back into nouns. [Write the words *conventional* and *global* on the board in a column under the header ‘adjectives’. Write ‘nouns’ as another column header next to the ‘adjectives’ column header.]

- **Ok, so if we take the suffix –al off of the adjective *conventional*, what noun do we end up with? [*convention*]. Right, *convention*, or something that is typical or common – like morning announcements are a *convention* at our school and at most schools.**
 - **Did the spelling change at all when we took off the suffix -al? [No.] No, it didn’t, and this is the case most of the time – you just add the suffix –al to change a noun into an adjective, or take it off to make an adjective into a noun.**
 - **How about the second adjective, *global*? What noun do we get if we take off the suffix –al? [*globe*] Right, *globe*, a 3-dimensional, round map of the world.**
 - **Did the spelling change at all when we took off the suffix –al? [Yes – we had to add a ‘silent e’ at the end of the word *globe*.] Right, we had to add a ‘silent e’ to the end of *globe*, or else it would have said glob! The same thing happens when we change the adjective *natural* into the noun, *nature*, right? [Write these two words on the board as well.] We need to put that silent e back on, and this happens whenever you need to keep a long vowel sound.**
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- **How about –able? What kinds of words does –able attach to? [verbs] Right, -able changes verbs like *twist* into adjectives like *twistable*.**
 - **Yesterday we talked about the –able words that we have already learned in previous units – who remembers what they were? Look again at the list of adjectives on our word wall. [Point to the adjectives column of the word wall.] [*intractable/intratable* (U2); *inevitable/inevitable* (U3)] Right, *intractable* (or *intratable in Spanish*), which means what? [difficult to deal with]. Good, and**

what does *inevitable* (or inevitable in Spanish) mean?

[unavoidable].

- **Great, so in addition to both having the –able suffix, which turns them into adjectives, they also have a prefix that we’ve studied, in-, which means ‘not.’**
- **And *intractable* also has a root that we’ve studied – who remembers what it is? [-tract-] Right, it’s –tract-, which means to pull, like a tractor – so in the word *intractable*, it’s describing something that you can’t easily fix or manage –imagine yourself trying to pull out a weed from your garden, and as hard as you try, you just can’t get it out. You can apply this same idea to more abstract situations –like if you’ve taken your car to the mechanic three times but it still won’t start, you can say that you’ve got an *intractable* problem – no matter how hard you ‘pull’ at it or work at it, you can’t seem to fix it.**
- **As we noticed yesterday and saw again today with our previously learned words, these suffixes are both cognates in Spanish - -able words in English usually end in –able (AH-blai) in Spanish and –al words in English frequently end in –al (AHL) in Spanish as well.**

(review –form- and –rupt-)

- Pass out the –form- and –rupt- review activity worksheet. Have the students complete both sides of the worksheet, and then discuss.
- The answers are as follows: page 1 - 1) *formal (formal)*; 2) *conform (conformar)*; 3) *transform (transformar)*; 4) *uniform (uniforme)*; page 2 – 1) *interruption (interrupción)*; 2) *eruption (erupción)*
- Emphasize the meaning of “shape or style” in the –form- words and the meaning of “break” in the words containing –rupt-, and particularly how “break” applies to the pictures – the person creating a ‘break between’ the other two people for *interruption*, and the lava ‘breaking out’ of the volcano for *eruption*.
- Discuss the Spanish equivalents of the words as well and note that they all share the same root –form- or –rupt-.

- Have students place their worksheets in their binders, behind the roots tab of the Detours side.

*****15 MINUTES – INTRODUCE THE ROOT -STRUCT- *****

(introducing the root –struct-)

- **Now we're going to move on and start talking about our new roots for today.**
- **Let's look at this picture to help us start thinking about our first root today.** [Project the *construction* overhead.]
- **What's happening in this picture?** [Men are building a house or some other kind of building.] **Right, it's a picture of some men building a house or some other kind of *structure*, or building.** [Write the word *structure* on the board.] **The word *structure* is a cognate – the Spanish word is *estructura* (ay-strook-TWO-rah).** [Write *estructura* on the board next to *structure*, in a different color.]
- **What kind of work is that, when you build something?** [*construction*]. **Right, it's called *construction*.** [Write the word *construction* on the board under the word *structure*.] **This word is a cognate, too. The Spanish word is *construcción* (cone-strook-SYON).** [Write *construcción* on the board next to *construction*, in a different color.]
- **What do you notice that is similar about these words, *structure*, or *estructura* in Spanish, and *construction*, or *construcción* in Spanish?** [They all have –struct- in them.] **Right, they all contain the root –struct-.**
- **Based on this picture and the conversation we've been having about it, what do you think the root –struct- means?** [to build] **Right, the root –struct- means to build something, so when you *construct* something, that's another way of saying that you're building it, and a *structure* is another word for a building.**
- **Now you're going to get the chance to build your own *structures*.** Each one of you [or each pair] is going to get a baggie full of legos, like this [hold up a bag].
- **You'll have three minutes to build something with your legos.**

- Pass out the legos and give students 3 minutes to work. While they are working, write the following language frame on the board: **“The structure that I made is a _____ . I constructed it by _____.”**
- Walk around the room and facilitate student work as needed.
- When time is up, say: **Great work, everybody. Let’s go around and hear about the *structures* that you made, and find out how you *constructed* them.**
- Give all pairs/groups a chance to share. Ask them to use the language frame that you’ve written on the board as they report on what they did.
- **Right now we’re going to put our *structures* to the side for a moment and move on to another root.**
- Collect the structures but don’t tear them apart – put them on an available desk where they won’t be distracting to students.

***** 10 MINUTES – INTRODUCE THE ROOT –PORT- *****

- **Now, we are going to play a guessing game. I’m going to show you some pictures. Look at them carefully. When you look at them, many different words might come to your mind. But all of these pictures have something in common—they all show something related to a word that has a brand new root in it! See if you can figure out what the root might be! But shhh! --keep your secret to yourself until we’re done.**
- **As I show you each picture, I want you to write down the word that you think goes along with it on your whiteboard. If you change your mind later, you can just go back and change it. Take out your white boards and markers now.**
- Project each one of the –port- pictures, in the following order: 1) *passport*; 2) *port* or *seaport*; 3) *import*; 4) *transportation*. Make sure that students are writing their guess for the word that goes along with each picture. Don’t discuss answers until everyone has written down a guess for all 4 words.
- When you have shown all four pictures and given everyone a chance to write down a word for each one, go back to the first picture and

- elicit answers. Write the correct one – *passport* – on the white board. Repeat this process for the 3 remaining pictures/words.
- **Good, so now we've created this list of four words, and they all have the same root. Can anyone guess what it is? [-port-]. Right, it's -port-. Can you see that root in each of these words? [Go through and underline the root -port- in each word, and emphasize it as you say each word.]**
 - **All of these words are cognates, and have similar partner words in Spanish. Does anyone know how to say any of these words in Spanish? Can you guess?** [Say the Spanish words and write them on the board in a different color next to their English counterparts. *passport* is *pasaporte* (pah-sah-POR-tay); *port* is *puerto* (PWER-toh); *import* is *importar* (eem-por-TAHR); and *transportation* is *transportación* (trahns-por-tah-SYON).]
 - **Based on these words and pictures, can anyone guess what the meaning of the root -port- is? [to carry] Right, port means to carry – like ships carry cargo and passengers in and out of a seaport, and something that is imported is carried into the country.**

*****5 MINUTES – WRAP-UP*****

(extension – time permitting)

- If there is time, you can do a fun extension activity that helps to reinforce the root meanings in a kinesthetic way, through a team relay race.
- Divide the class into 2 or 3 teams, depending on size – no more than 6 people to a team.
- Each team should divide in half, with one half standing on one side of the room, and the other half standing directly across on the other side of the room.
- Each group needs to have a desk next to it. Each half of each team (i.e. each group of 2-3 people) should get one of the structures that was created earlier. The team members on one side of the room should also get a tray (or a large book can work instead) and place their structure on it.
- Together as a team, with everyone touching the tray, the team members on one side need to TRANSPORT their STRUCTURE

- across the room and place it on a desk in front of their other team members who are waiting on the other side. If the structure falls off of the tray, they have to go back and start over. If the structure RUPTURES (to use a root from last week) they have to REbuild it before REstarting the race.
- Once the first half of a team successfully gets to the other side and places their STRUCTURE on the desk next to their teammates, the second half of the team must do the same thing with their STRUCTURE– place it on the tray, and with everyone touching the tray, TRANSPORT the STRUCTURE across the room without dropping it or breaking it – otherwise, they need to start over, as indicated for the first half of the team.
 - The first team to get both structures across the room wins!

(review objectives)

- 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.
- Have the students put their whiteboards and markers back in their binders.
- Put the binders away.