

## **Final review**

### **DAY 1: roots and affixes**

#### **Content Objective:**

1. Students will use the word transformer to review taught roots and suffixes and their meanings.

#### **Language Objectives:**

1. Students will explain how the meanings of roots help us understand the meanings of English and Spanish words that contain them.
2. Students will explain how suffixes change the part of speech of a word.

#### **Teacher materials:**

1. objectives overhead
2. word transformer overhead
3. white board markers and overhead markers

#### **Student materials:**

1. word transformer student worksheet
2. white boards, dry erase markers, and wipe cloths
3. binders, pencils, and green, yellow, and red markers

#### **Day at a Glance:**

1. (3 min) **Introduce** objectives
2. (23 min) **Review taught roots and suffixes** through the word transformer activity
3. (15 min) Use roots to **create word families**
4. (5 min) **Wrap-up** – review objectives

## Activities

\*\*\*\*\*3 MINUTES – INTRODUCE OBJECTIVES \*\*\*\*\*

(introduce objectives)

- **Let's take a look at our objectives for today.** [Point to screen with objectives on it and read the objectives out loud.]
- **Today is a review day – we will be reviewing the roots and suffixes that we've learned through *Words in Motion*.**

\*\*\*\*\*22 MINUTES - WORD TRANSFORMER ACTIVITY\*\*\*\*\*

(reviewing the taught roots and suffixes)

- **We're going to start our review with our friend the word transformer.** [Project the word transformer overhead and pass out the student worksheet. Ask students to take out a pencil and their red, yellow, and green markers.]
- **The directions say to drop a suffix into the word transformer to make all of the words on the left [point to them] into nouns. The suffix choices are –er/-or, -tion/sion, and –ity.**
- **Let's take a look at these words before we try to transform them. Let's see if we recognize any of their word parts.** [Read the words or ask a student to read them.]
- **Ok, so the first word is *motivate*, and that was one of our vocabulary words in the unit on overcoming adversity. We watched the video and read about the girl who was paralyzed in the car accident but was very *motivated* to learn to walk again.**
  - **What does *motivate* mean?** [to stimulate someone's interest or enthusiasm for doing something] **Right, it's a verb that means to make someone want to do something, to stimulate their interest in doing it.**
  - **Do you recognize any parts of the word *motivate*?** [the root –mot-] **Right, the word *motivate* contains the root –mot-, which is one of the roots we studied – remember doing The Locomotion? What does –mot- mean?** [to move] **Right, it means to move, like we moved around when we did The**

**Locomotion. So if you *motivate* someone, you move them to do something.**

- **Let's underline the root –mot- in yellow. Remember that we use yellow to highlight roots because we want to remember to slow down and think about the main meaning of the word, just like a yellow traffic light tells us to slow down.** [Point to the roots mini-poster with the yellow traffic light.]
- **The word motivate is a cognate, which means what? [There is a similar word in Spanish.] Right, since this word has the Latin root –mot-, the Spanish word is very similar. Does anyone know it? [motivar (moh-tee-BAHR)] Right, the Spanish word is *motivar* [write it next to the word *motivate*], and we can see the same root –mot- right here [underline the root –mot- in yellow.]**
  
- **Go through the rest of the words with a partner and underline any prefixes that you recognize in green, any roots that you recognize in yellow, and any suffixes that you recognize in red. When you're all done, we'll review our answers together.**
- **If you know or can guess the Spanish words, write them next to each word and underline the prefixes, roots, and/or suffixes in the Spanish words as well.**
  
- When all of the students are done, review the answers together, underlining the prefixes, roots, and/or suffixes in each word in the appropriate color and making sure that students have done the same. Answers are as follows:
  - *formal* (adj.) – This is a word made up of a root that we studied (-form-, meaning 'shape' or 'style') and a suffix that we studied (-al, meaning 'having to do with', and indicating an adjective), so we saw it and discussed it a lot – it means 'a dressy style.' The Spanish word is the same – *formal* (for-MAHL) – with the same root and suffix.
  - *prescribe* (v.) – This was one of our vocabulary words in the unit on learning a second language – the passage talked about two-way immersion programs, which *prescribe*, or require, the use of two languages for instruction. It contains the prefix pre-, which we didn't study, but which students may recognize and know that means 'before.' It also contains the root –scrib-,

which we studied in the unit on learning a second language, and which means ‘to write.’ In this example, the meaningful word parts don’t help you much – i.e. ‘to write before’ doesn’t really translate easily into ‘require.’ This underscores the need to have multiple strategies for figuring out unknown words, including all of the strategies we’ve focused on in this curriculum [point to strategies poster] – word parts, prior experiences with the word, context, the dictionary or glossary, and the use of cognates. This word isn’t a cognate, although the root – scrib/script- and the suffix pre- both exist in Spanish and have the same meanings.

- *attract* (v.) - This is a word made up of a root that we studied (-tract- meaning ‘to pull’) and a suffix that we did not study (a-, meaning ‘toward’), and in this example, the meaningful word parts are very useful in helping us figure out the meaning of the word attract- ‘to pull towards something or someone,’ the way the magnet attracted the metal objects in the activity that we did when we learned the root –tract-. The Spanish word is very similar – *atraer* (ah-try-AIR) – with the same root (showing up here and in most Spanish words as –tra-) and prefix.
- *portable* (adj.) - This is a word made up of a root that we studied (-port-, meaning ‘to carry’) and a suffix that we studied (-able, meaning ‘able to’, and indicating an adjective), so we’ve seen and discussed this word – it means ‘easy to carry,’ so the meaningful word parts are very helpful in figuring out the word meaning here. The Spanish word is similar – *portátil* (poor-TAH-teel) – with the same root but a different suffix.

(transforming the words)

- **Great, so now that we have a good understanding of all of these words, let’s put them into the word transformer and see if we can make them into nouns using one of the suffixes at the top of the word transformer.**
- **Working alone or with a partner, write the transformed words on the lines to the right of the word transformer. If you know the words in Spanish, write those as well.**
- After students have completed the worksheet by transforming the five words, review them together. Here are the answers:

- *motivate* – can become *motivator* or *motivation*. Motivation is a cognate with a Spanish counterpart – *motivación* (moh-tee-vah-SYON), but *motivator* is not.
  - *formal* become *formality* - it's an adjective, so –ity is the only suffix that could be applied, since –er/or and –tion/sion make verbs into nouns. The Spanish cognate is *formalidad*, since –idad is the Spanish suffix that corresponds to –ity.
  - *prescribe* becomes *prescription* – note the change in the root from –scrib-, which we learned is the form used with verbs, to –script-, which we learned is the form used with nouns and adjectives. This word is not a cognate.
  - *attract* becomes *attraction*, which is a cognate – *atracción* (ah-trahk-SYON), since –ción is the Spanish suffix equivalent of –tion.
  - *portable* become *portability* - it's an adjective, so –ity is the only suffix that could be applied, since –er/or and –tion/sion make verbs into nouns. Notice the required spelling change – it's the same as if you change the adjective *able* into the noun *ability*. There is no Spanish equivalent of *portability*.
- Have students put their worksheets behind the suffix tab of the Detours side of their binders, and put away their pencils and colored markers. Ask them to take out their white boards and white board markers.

**\*\*\* 15 MINUTES – ROOT FAMILIES \*\*\***

- **Now we're going to spend some time practicing with the roots we've learned. We're going to pick one root and play a game to see how many words we can come up with that include that root.**
- **First let's review the roots that we've learned this year. We just saw five of them in the word transformer activity. What are they?** [-mot-, -form-, -scrib/script-, -tract-, -port-] [Write these on the board as students say them.]
- **Good, and what are the other roots we've learned this year?** [-dict-, -rupt-, -solv/solu-, -tain-, struct-] [Write these on the board as well.]

- **Great! Let's take one of these roots and see how many words we can come up with that come from it. Let's start with the root –form-, since that's one that we've worked with a lot. Call out some words that use that root, and I'll write them down here.** [Write the root –form- on the white board with a bubble around it and spokes coming out of it to create a web. Then, as students call out words, write them around the web. If necessary, create smaller bubbles with word families that students call out – for example, *reform*, *reformer*, *reforming*, *reformed*, *reforms*, *reformation*, etc. would all go together in the same bubble. If students call out any words that don't have the root –form-, like *farmer*, write them to the side and go back and discuss them later.]
- **Wow, look at all of these words! Isn't it incredible how many words can come out of a single root? And we can see a lot of patterns here, too – we can add a lot of the same suffixes to each base word that we came up with to create a lot of additional words.** [Point to the examples of the repetitive use of suffixes like –s, –ed, –ing, –tion, –er/or with the base words *form*, *reform*, *inform*, etc.]
- **Since –form- is a Latin root, a lot of these words are probably cognates. Can anyone think of any similar words in Spanish?** [Write down Spanish counterparts that students generate next to the corresponding English word.]
- **Ok, now I'll give you a chance to try this on your own (or with a partner). Let's all pick one root and see how many words we can come up with that use that root.**
- Choose a root with the help of the class and have students work independently or in pairs to create the same kind of web you did together for the root –form-. Anyone who speaks Spanish can also include the Spanish equivalents of the words.
- When everyone is done, review the words students have come up with together. Tell students to put a check mark next to a word they have if someone else says it. The student who has the most unique words (meaning that no one else came up with it) wins! Spanish words count as unique words, too.
- Repeat the process for as long as time remains.

\*\*\*\*\*5 MINUTES – 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.
- Have the students put their whiteboards and markers back in their binders.
- Put the binders away.