

Unit 5: Paying Students to Do Well in School

DAY 2: Detours – roots (-form- and -rupt-)

Content Objectives:

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

Language Objectives:

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

Teacher materials:

1. objectives overhead
2. –form- worksheet overhead
3. -rupt- worksheet overhead
4. –form- picture overheads – 1) form (noun)/form (verb); 2) geometric forms; 3) uniforms; 4) formal dress
5. –rupt- picture overheads – 1) erupt; 2) interrupt
6. white board markers and overhead markers

Student materials:

1. pipe cleaners – 2 per student
2. student worksheets 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. (10 min) **Introduce** objectives and **review** the suffixes –tion/sion and –ity
2. (15 min) **Introduce** the root –form- through a pipe cleaner activity and worksheet
3. (10 min) **Introduce** the root –rupt- through a pipe cleaner activity and worksheet
4. (5-10 min) **Wrap-up** – review objectives

Activities

*****5 MINUTES – INTRODUCE OBJECTIVES AND REVIEW MEANINGFUL WORD PARTS AND TION/SION and ITY SUFFIXES*****

(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 -form- and –rupt-, 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 traffic light metaphor)

- **Yesterday we listened to a rap song that talked about the three parts of a word. Who remembers what those three parts are?** [prefix, root, suffix.]
- **Do all words always have all three parts?** [No. They all have a main part, or a root, but they don’t have to have a prefix or a suffix.]
- **We also used our traffic light symbols to help us remember the three meaningful parts of a word. We use a green light for the prefix because that comes first** [point to prefix mini-poster], **we use a yellow light for roots because you need to slow down and think about the core meaning of the word** [point to the roots mini-poster] **and we use a red light for suffixes because they come at the end of the word so you need to stop and think about the part of speech** [point to the suffix mini-poster].

(review suffixes –tion/sion and –ity)

- **So the suffixes we focused on yesterday are –tion/sion, like in *action* or *invention*, and –ity, like in *activity* or *electricity*.**
- **What do the –tion/sion and –ity suffixes do to a word? How do they ‘change the grammar function’ or part of speech of a word?** [They make words into nouns]. **Right, they both turn words into nouns – words that end in –tion/sion or –ity are all nouns, just like words that end in –er/or or -ist.**

- **What kinds of words does the suffix –tion/sion attach to? [verbs] Right, -tion/sion changes verbs like act into nouns like action. How about –ity? What kinds of words does –ity attach to? [adjectives] Right, -ity changes adjectives like active into nouns like activity.**
- **Let’s see how many –tion/sion or –ity words we can come up with in one minute. For this activity, you can brainstorm with a partner and write your answers on one of your white boards. Let’s have this half of the room think of words that end in –tion/sion [gesture to one half of the class] and this half of the room think of words that end in –ity [gesture to the other half of the class]. [Give students one minute to brainstorm words in pairs. Then ask students to call out words while you write them on the board. Underline the suffix in each word and notice the base verb (in the case of –tion/sion) or adjective (in the case of –ity) that remains.]**
- **Nice job, everyone. Does anyone know how to say any of these words in Spanish? [Have a Spanish speaker tell you some of the words in Spanish or come up to the board to write them for you, and notice how the suffixes are similar.]**
- **Great, so as we noticed yesterday, these suffixes are all cognates in Spanish - -tion words in English end in –ción (SYON) in Spanish, -sion words in English end in –sión(SYON) in Spanish, and –ity words in English end in –idad (ee-DAHD) in Spanish.**

*****15 MINUTES - -FORM- ACTIVITY AND WORKSHEET*****

(pipe cleaner activity)

- **We were just talking about how suffixes change the part of speech of a word, just like –er/or and –tion/sion change verbs into nouns. But sometimes a word can belong to more than one part of speech. Sometimes the same word can be both a noun and a verb, for example.**
- **So for instance, let’s take a look at this word *form*. [Show the top half of the *form* overhead – the noun half that shows the picture of the pyramid underneath.] It can be a noun, meaning ‘a shape,’ or how something looks, like in this picture of the pyramids. A pyramid is a shape, or a *form*.**

- **But *form* can also be a verb, like in this second picture.** [Show the bottom half of the *form* overhead, the verb half that shows the hands *forming* clay.] **When *form* is a verb, it means to shape,' like in this picture of hands shaping, or *forming*, clay.**
- **Now, we are going to do an activity that deals with both the noun and verb, *form*.** [Pass out 2 pipe cleaners to each student and project the overhead of geometric *forms*.]
- **I would like you to take these pipe cleaners and *form* them into one of these geometric *forms* – a cylinder, a pyramid, a cube, etc.**
- Give students a few minutes to do this and create a quick *form* yourself. Walk around the room and facilitate while students work. If they want to create some other kind of *form*, it's ok. Write the following sentence frame on the board:
 - When I got the pipe cleaners, they were not *formed* into anything yet—they were *unformed*. The *form* that I *formed* them into is a _____.
- Ask a few students to share what they have done by completing this sentence frame.

(identifying the root *-form-*)

- **Let's think about what the pipe cleaners were before you made your forms. They were not *formed*, or using our prefix *un-*, we can say they were *unformed*.** [Circle the *un-* in *unformed* in the sentence on the board.]
- **We have said that *un-* is a prefix. What's left when we take the prefix *un-* away? [*formed*. You can write on the board: *un/formed*.]**
- **We can continue to divide the word *formed*. If we drew another line, where would it go? [*form/ed*.]**
- **What is the main part of the word *formed*? In other words, which part tells us the most about what *formed* means, *form* or *-ed*? [Anticipated response: *form*.] **Right, *-form-* – so that is the root of this word.****

(*-form-* worksheet)

- **So, *form* is not only a verb and a noun – it's also a root.** [Project the *-form-* overhead and pass out the student worksheets. Read the

box at the top or have a student read it. Discuss how the picture of the pyramid shows the meaning of the root –form-.]

Detours



Roots



The root -FORM-



-form- is a Latin root that means "shape or style."

Unlike most roots, *form* means something all by itself. However, you can still add prefixes and/or suffixes to the root -form- to make new words.

- Now we have a chart to fill out, and it's got these categories: first the whole word, then the prefix, root, and suffix of that word (if it has all three of those things – remember that not all words have prefixes and/or suffixes), and then a column where we write what the whole word means.
- Let's take a minute and underline the word *prefix* with our green marker, the word *root* with our yellow marker, and the word *suffix* with our red marker, to help us remember our traffic light symbols for these three word parts. [Give students a minute to do this. If you think it would help their understanding and/or engagement, you can also have them do this for every word part that they write in each box as you do the activity together.]

(*unformed*)

- Let's fill out the chart, starting with the word *unformed*. [Write the whole word and have students do the same.] **We said that there is the prefix un- in *unformed*** [write it in and have students do the same] **and that the root of this word is –form-** [write it in and have students do the same]. **What came after the root? [-ed.] That's right, this is a suffix, the part of a word that comes after the main part.** [If you think it would be helpful, tell them to underline un- in green, -form- in yellow, and –ed in red.]

(*uniform*)

- Now I'm going to show you some pictures related to our root – form-, and see if you can guess the word. [Show the picture of the

uniform. The students should guess this word. Write it in the box below *unformed*, and have students do the same.

- **Does anyone know how to say *uniform* in Spanish?** [If not, tell them it is a cognate – *uniforme* (ooh-nee-FOR-may) and write it below *uniform.*] **See, it’s a cognate – it has the same root, -form- and it is spelled almost exactly the same way.**
- **Who can tell me how -form- means “shape” or “style” in the word *uniform*?** [Anticipated response: They are all wearing the same thing, so they have the same style.]
- **Using our word parts strategy, how would you divide this word into meaningful parts?** [Anticipated response: uni + form.] **Right, the prefix is uni-, which means ‘one,’ just like uno in Spanish, and of course the root is –form-. [Write these word parts in the corresponding boxes and have students do the same. They can underline them with green and yellow markers, respectively, if that is useful.]**

(*formal*)

- **Let’s look at another picture.** [Show the picture of the two girls in formal attire.] **What word containing the root –form- describes the way the girls in this picture are dressed?** [Anticipated response: *formal.*]
- **Does anyone know how to say *formal* in Spanish?** [If not, tell them it is a cognate – *formal* (for-MAHL) and write it below *formal.*] **See, it’s a cognate – it has the same root, -form- and it is spelled exactly the same way.**
- **Who can tell me how the root -form- means “shape” or “style” in the word *formal*?** [Anticipated response: formal clothing is a very dressy style of clothing.]
- You might also mention that we can also use formal to talk about the way you speak, or decorate your home. To show how formal applies to speech, give exaggerated examples of speaking and ask which one is formal: *Hello, this is the ... residence...*, vs. *Yo, wassup?*
- Guide the students in identifying –form- as the root and write it in the root column. They will see that there is no prefix in this word – just draw a line in the prefix box. Explain that –al is a suffix meaning “having the characteristics of” (or any clearer way you can say this), so that a way of dressing that is formal, has the characteristics of a particular, dressy style.

Whole Word	Prefix	Root	Suffix	Whole word means
unformed (no direct cognate)	un	form	ed	not formed, not shaped
uniform (<i>uniforme</i> – ooh-nee- FOR-may)	uni	form	-----	one style for everyone – same outfit
formal (<i>formal</i> – for-MAHL)	----	form	al	stylish; dressy
informal (<i>informal</i> – een-for- MAHL)	in	form	al	not dressy; casual
suggested words: <i>reform,</i> <i>deformed,</i> <i>conform,</i> <i>formation,</i> <i>format,</i> etc.				

(*informal*)

- **So if we add the chameleon prefix in- to the word *formal*, we get *informal*. And what does the prefix in- mean? [not]. Right, in- means ‘not,’ so *informal* means ‘not formal.’ Let’s go ahead and break that word apart in our chart. [Write the words parts and meaning in your chart and have students do the same.]**

(student generated word)

- **Can you think of another word that has the root –form-? [Elicit responses from students and write one in the chart, breaking it into its**

main parts and writing the meaning. Suggested responses are in the chart above.]




*****10 MINUTES – RUPT- ACTIVITY AND WORKSHEET*****

(pipe cleaner activity, part 2)

Let's go back to our pipe cleaner *forms* again for a minute. [Hold up your form.] **Let's imagine that my *form ruptures* – let's say that I create a *rupture* right here at this joint** [Pull apart one of your pipe cleaner connections so that your *form* begins to break apart.] **What has happened to my *form*? [It's broken apart.] Right, it's broken apart. So *rupture* means to break apart, and this gives us a clue to our next root, -rupt.-**

(worksheet)

- Project the –rupt- overhead and pass out the student worksheets.
- Discuss how the picture of the hand breaking the piece of wood shows the meaning of the root –rupt-.

<p>Detours</p>  <p>Roots</p> 	<p>The root -RUPT- </p> <p>-rupt- is a Latin root that means "to break."</p> <p>Like most roots, -rupt- can't stand alone — it needs a prefix and/or a suffix.</p>
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-rupt- is a root like –form-, but it's different in that you can't use it all by itself.

- Have the students complete the student worksheet in which they write how –rupt- means break in the words *rupture*, *interrupt*, and *erupt*. You may want to have them work in pairs to do this. After they have some time to work, review the answers together and write the answers on the overhead.
 - *rupture* – as you showed with the demonstration (and as students can do with their own forms), *rupture* can be a verb,

meaning 'to break apart' or it can be a noun, meaning 'a break' in something. So like *form*, it can be either a noun or a verb.

- *eruption* - when a volcano (a "fire mountain") explodes into fire and large rocks; when lava and rocks 'break out of' the top of a volcano (show the overhead of the volcano)
- to *interrupt* means "to break into" a conversation. (show the overhead of a girl interrupting a conversation)
- Have students identify and underline the root –rupt- in the three words on the worksheet.
- **Does anyone know how to say these words in Spanish? They are all cognates – in other words, they all have the same root, -rupt-.** [*rupture* – *ruptura* (roop-TOO-rah); *eruption* – *erupción* (ay-roop-SYON); *interruption* – *interrupción* (een-tear-roop-SYON) – write these words next to their English counterparts on the worksheet.]

*****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 worksheets behind the 'roots' tab of the Detours side of their binders, and their pencils and markers back in the pencil pouches.
- Put the binders away.