

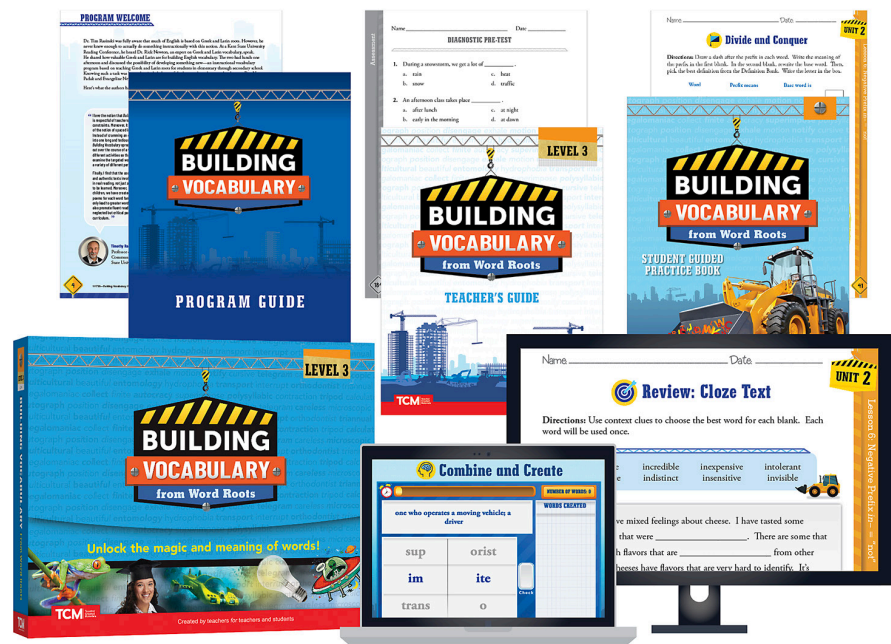
# BUILDING VOCABULARY Foundations

## Lessons and Activities

Level 3

### Table of Contents

- Teacher's Guide Cover (1 page)
- Teacher's Guide Table of Contents (2 pages)
- Program Architecture (7 pages)
- Lesson Plan (12 pages)
- Meet the Word Parts Slides (3 pages)



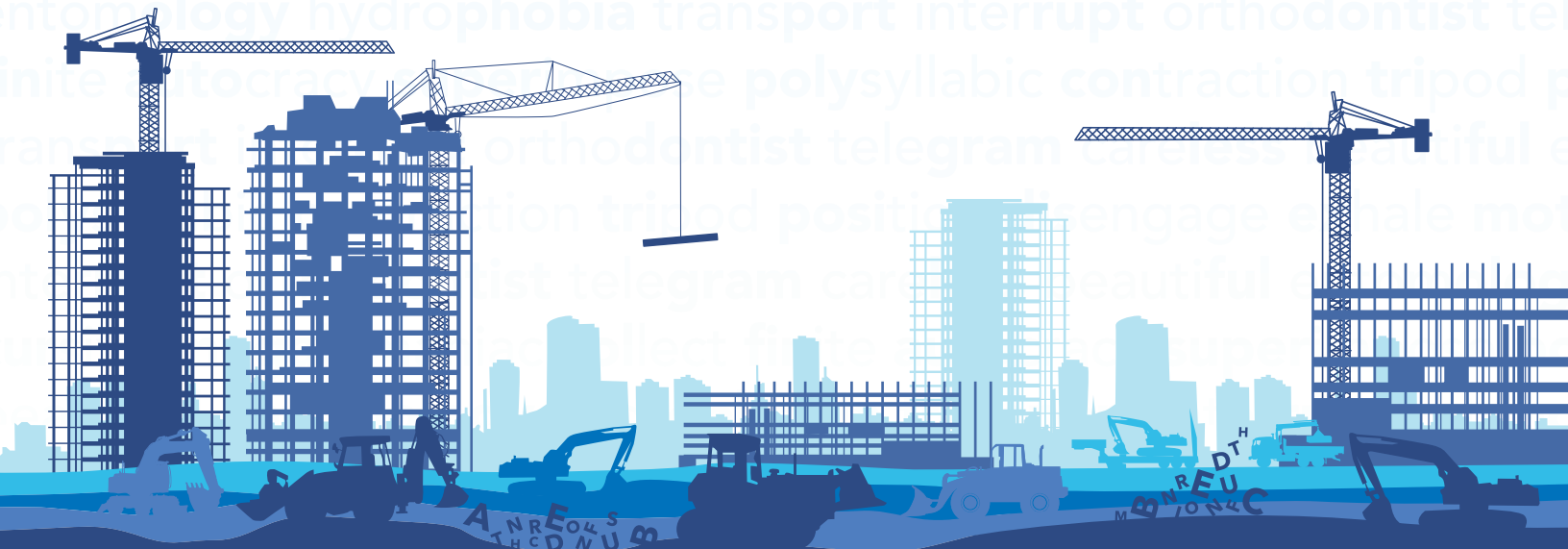
**LEVEL 3**

**BUILDING**

**VOCABULARY**

**from Word Roots**

**TEACHER'S GUIDE**



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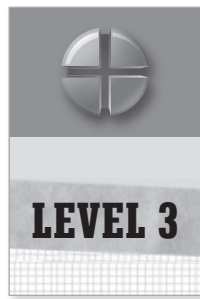
## References Cited

## How to Play the Digital Games



# OVERVIEW

Level 3 of *Building Vocabulary from Word Roots* builds on students' knowledge about how words work. Learning to decode often involves learning to recognize and use word families (also called *phonograms* or *rimes*), clusters of letters with predictable sounds—the *-at* in *cat* and *bat*, for example. In Level 3 and beyond of *Building Vocabulary*, students learn to use roots—units of letters that have predictable meanings (and sometimes sounds as well). They learn how to “divide and conquer” longer words to find these roots and determine word meanings. Below is an example of a **Meet the Root Slide** that accompanies the lesson for the base *port*. During Meet the Root, students are introduced to the root with visual representations. This helps provide context for the base with known prefixes to enable students to successfully complete the Divide and Conquer lesson. The additional activity pages build on student understanding of the root, asking students to apply this newly learned knowledge in context. The Digital Games allow students to practice the newly learned skills of dividing and conquering words. To access the games, see the QR code on page 11, or visit [tcmpub.com/bv-games](http://tcmpub.com/bv-games).



UNIT 3

Name \_\_\_\_\_ Date \_\_\_\_\_

### Meet the Root

**Directions:** Turn to your partner. Talk about the meaning of “carry” in each of the words. Fill in the blank spokes with two other *port* words that have the meaning of “carry.”


transportation      reporter

portable      *port* = “carry”      export

\_\_\_\_\_      \_\_\_\_\_

Lesson 12: Latin Base *port* = “carry”

### Latin Base *port*



1. Why is this called a phone?
2. How is a mobile *portable*?

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MEET THE ROOT SLIDE 22

our of the words. Make sure that “carry” is part of the sentences with your classmates.

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## OVERVIEW *(cont.)*

Each level of *Building Vocabulary from Word Roots* contains a diagnostic **pre-test** and **post-test** that focus on some roots addressed at that level. The pre-test will help determine how to differentiate instruction: who needs to be challenged, for example, as well as who needs extra support. Using the post-test will provide some information on the extent to which students have learned the new roots.

In Level 3, students begin learning this process with two-syllable compound words (e.g., *football*, *sidewalk*) and then three-syllable and longer words (e.g., *lawnmower*, *watercolor*). Next, they explore words beginning with the prefixes *un-*, *re-*, *pre-*, *sub-*, *co-/con-*, and *in-*. By dividing the prefix from the rest of the word, students recognize either an intact English word or a Latin base. This unit is followed by an introduction to the most essential Latin and Greek bases for elementary vocabulary:

- *audi*, *audit* means “hear, listen” (as in *audible*, *auditory*)
- *port* means “carry” (as in *import*, *portable*)
- *graph*, *gram* means “write” (as in *biography*, *autograph*, *telegram*)
- *fin*, *finit* means “end, limit” (as in *final*, *infinite*)
- *mov*, *mot*, *mobil* means “move” (as in *mobile*, *movement*, *motion*)

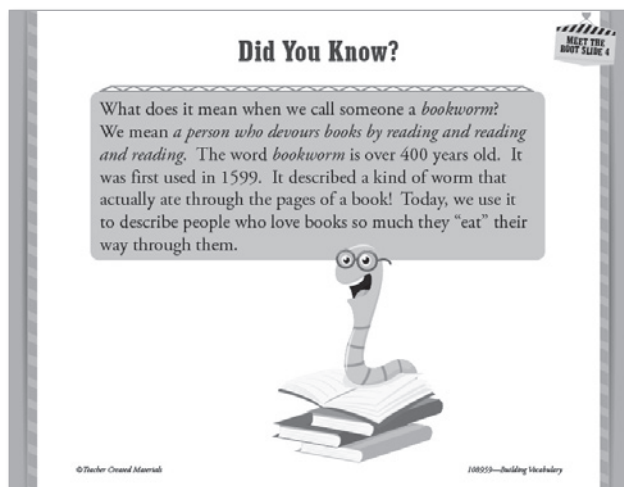
Students learn to combine these bases with prefixes to compose new words.

A unit on suffixes teaches students where to “divide and conquer” English words ending in *-less*, *-ful*, *-er*, *-est*, and *-ly*. Students use suffixes to generate antonyms (e.g., *colorful* vs. *colorless*), to form comparative and superlative degrees of adjectives (e.g., *wise*, *wiser*, *wisest*), and to form adverbs (e.g., *quickly*, *slowly*).

The final unit for Level 3 presents students with the Latin number bases *uni* meaning “one,” *bi* meaning “two,” and *tri* meaning “three.”

If students are new to *Building Vocabulary*, start with **Introductory Activities** in the Digital Resources to give them experience with some basic concepts.

Remember that words themselves are interesting, and the ultimate goal is to create lifelong word lovers. To that end, **Meet the Root Slides** include **Did You Know?** anecdotes. These are short explanations or stories about selected word origins. This feature will stimulate interest while implicitly teaching an important principle: English words have a discernible logic because their meanings are historically grounded.



## OVERVIEW *(cont.)*

### The Vocabulary of Vocabulary

The vocabulary of vocabulary can be confusing. Unfortunately, different resources use different terms. This is even true of curriculum documents. The list that follows shows how these various terms interrelate and which terms we use in *Building Vocabulary*. **Note:** Some educators use the terms *base* and *root* interchangeably.)

- affix: any word part that attaches to the beginning or end of a word; an umbrella term for *prefixes* and *suffixes*
- base: a root that carries the basic meaning of a word; a base may be a word part (the base *duct* in *ductile*, *conduct*, *conduction*, etc.) or a stand-alone word (e.g., *duct*)
- base word: a stand-alone word (i.e., a dictionary entry) to which affixes may be attached (e.g., *view*: *review*, *preview*, *interview*, *viewer*)
- inflectional ending: an ending attached to a word (e.g., *walk-walking-walks-walked*)
- prefix: a root attached to the beginning of a word; generally, a prefix gives a word direction, negates a word with the meaning “not,” or intensifies a word’s meaning by adding the notion of “very” (**Note:** A handy Roots Chart for reference can be found on page 235 of this book.)
- root: any word part that carries meaning; an umbrella term for prefix, base, and suffix.
- suffix: a root attached to the end of a word; generally, a suffix changes a word’s meaning and/or part of speech (e.g., *conductor*, *conduction*, *deductible*)

### What Is Assimilation?

Some Latin prefixes occasionally change spelling. If a prefix ending in a consonant (such as *con-* or *in-*) attaches to a base beginning with a consonant, the final letter of the prefix may change to make the word easier to pronounce. This is called *assimilation*. For example:

- *in* (not) + *legal* = *illegal* (not *inlegal*)
- *con* (with, together) + *pose* (put) = *compose* (not *conpose*)

Assimilation is a simple concept, but it can seem technical and confusing. At this level, students may benefit from knowing that prefixes sometimes change spelling to make resulting words easier to pronounce. Take advantage of opportunities to show students examples of assimilated prefixes while working through the lessons.

## Teacher's Guide

The following information describes the key features of the *Teacher's Guide*.

**Build Teacher Knowledge** and **Build Student Knowledge** provide concise, essential, and necessary information about the roots taught in the lesson. This should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

**Differentiation Strategies** provides options for additional support for specific student populations.



**Cognate Connections** are lists of Spanish cognates that share the root that is the focus of the lesson. This supports bilingual students in making connections to their home language.

**Spelling Matters** provides notes about root-related spelling issues, including how students can use roots knowledge to improve their spelling abilities.

**Definitions at a Glance** provides a list of the lesson's words and definitions. Complete lists are available on the Digital Resources.

UNIT 1

LESSON 5

**PREFIX pre- = "before"**

UNIT 1

---

The information on this page should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

**Build Teacher Knowledge**

This week's directional prefix, *pre-*, means "before." This lesson introduces the concept of a base as a *semantic unit* that provides the word with its core meaning but is not always a whole word. A base usually looks like part of a word but always carries a specific meaning. (Specific Latin bases are presented in Unit 3.) This lesson builds on the use of prefixes as semantic units that are placed at the beginning of a word and affect its meaning. A prefix affects the meaning of a word by negating, providing direction, or intensifying the meaning of the base.

The lesson begins with *pre-* words, in which the remainder of the word after the prefix is recognizable as a whole word (e.g., *prewash*, *prebreak*, *premarry*). It then introduces *pre-* words in which the remainder of the word after the prefix is a Latin base. The words in this lesson are graduated in difficulty. Use as appropriate for your students' needs.

See **Definitions at a Glance** for quick explanations of every *pre-* word that appears in this lesson.

**Build Student Knowledge**

Three aspects of language are particularly important for students to understand:

1. The same word can have **multiple meanings**, depending on the context in which it is used. A stove sells cleaning *preparations*, but we can also make *preparations* for a party.
2. Words can have **literal and figurative meanings**. *Premature* fruit can be picked before it is literally ripe, but a figuratively *premature* idea has not been thought through. We might figuratively *prefer* chocolate ice cream to vanilla without literally putting chocolate ice cream in front of vanilla.
3. A **suffix** can change the function (i.e., part of speech) and meaning of a word: *present* (verb), *presentation* (noun), *presentive* (adjective).

Share the lesson's **interesting word**: The word *prefix* itself is interesting! The Latin base *fix* means "attach." A *prefix* is a word part "attached" "before" (at the front end of) the base of the word!

Immersion students in words is an important part of building their academic vocabularies. Before completing the *Meet the Root* activity together, begin a word wall that will be posted all week. Invite students to call out words, and write them on chart paper. Invite students to add *pre-* words they discover during the week.

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UNIT 1

LESSON 5

**PREFIX pre- = "before" (cont.)**

UNIT 1

---

**Differentiation Strategies**

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *pre-* words from the classroom word wall or *Student Guided Practice Book* activities. See Bonus Pages on the Digital Resources for additional student activities for the unit. These exclusively digital options can be used to pre-teach or re-teach a lesson or give students another chance to play with the unit's newly learned roots!

**Above-Level Support**

Have students write their own riddles, following the model on *Student Guided Practice Book* page 32. This requires that students understand the word definitions and see how words are connected in some way. Have students share their riddles with others. Discuss them as a group.

**English Language Support**

Focus first on words that include whole-word bases. Provide dictionaries for students to use as a resource for words with bases that are "parts," such as *preclids*, which may be confusing.

See **Cognate Connections** for Spanish words built with this prefix, and point out the similarities with English.

**Below-Level Support**

Because the words in this lesson are graduated in difficulty, focus on the more concrete, simpler words to teach the *pre-* prefix. Share the more challenging words by providing concrete definitions and discussing appropriate usage for the word.

**Cognate Connections**

Spanish-English cognates from the prefix *pre-* to share with students: *previsión* (previsión), *predecir* (predicir), *prevenir* (prevenir), *prejuicio* (prejuicio), *prehistoria* (prehistoria), *prematuro* (prematuro), *pre natal* (pre natal), *preparar* (preparar), *preparación* (preparación), *preparar* (preparar), *prevenir* (prevenir), *prevenir* (prevenir).

**Spelling Matters**

Students should check their spelling when writing words beginning with *pre-*. Sometimes they may mistakenly write *per-*, which is a prefix meaning "through." All *pre-* words have a clear meaning of "before."

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# IMPLEMENTATION SUPPORTS *(cont.)*

## Schedule



**DAY 1** On Day 1 **Meet the Root**, students are presented with a root, its meaning, and several words that present its meaning in different contexts. During the practice portions, students generate additional words that contain the root and write sentences that put the vocabulary in context.

**Meet the Root Slides** provide visual support to supplement instruction for each lesson.



**DAY 2** On Day 2 **Divide and Conquer**, students “conquer” words by “dividing” them into their word parts. Students then select the definition of each word from the provided word bank.



**DAY 3** On Day 3 **Read and Reason**, students read a variety of passages that use word roots in context and then answer questions in pairs or small groups about the root-based vocabulary.



**DAY 4** On Day 4 **Combine and Create**, students put prefixes, bases, and suffixes together to compose English words.

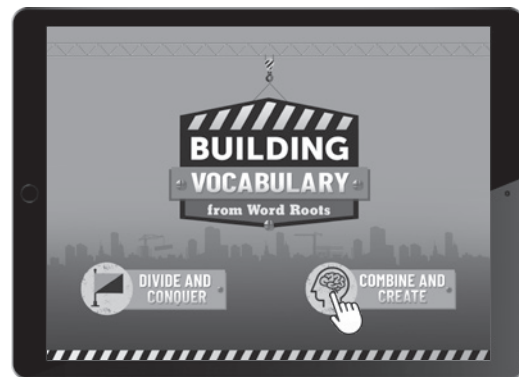


**DAY 5** On Day 5 **Extend and Explore**, students work individually, with partners, or in small groups to create applications for the new vocabulary.



**REVIEW** In the **Review: Cloze Text** section, students use a word bank with eight words from the lesson and the paragraph’s context to complete sentences. This activity can be used as an assessment or for additional practice.

\*At the end of the unit, students can visit [tcmpub.com/bv-games](http://tcmpub.com/bv-games) to practicing combining or dividing the words and skills learned in the unit.





## How Should Vocabulary Be Taught?

New words are learned directly and indirectly (National Reading Panel 2000). Direct teaching of key words can be worthwhile, but research tells us that children can only learn eight to ten new words each lesson through direct instruction because learning requires repetition and multiple exposures (Stahl and Fairbanks 1986). Students will require **frequent opportunities** to use new words in oral and print contexts to learn them on a deep level (Blachowicz and Fisher 2014).

UNIT 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Read and Reason**

Directions: Practice the poem with a partner until you can read it well. Think of motions to add to the poem. Read it aloud. Use the motions. Then, underline the ex- words.

Ex- means  
Out.  
So step out.  
Shout out!  
Out!  
Exclaim  
Your  
Name.  
Shout it.  
Out  
Say it  
Loud!  
Ex- means  
Out.  
So step out.  
Shout out!  
Out  
Exhale.  
Breathe deep.  
Let it out!  
Breathe in.  
Breathe out.  
Who-oo-ee!  
Ex- means  
Out!  
Out!

Ex=Out

Shout

Exhale

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UNIT 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Read and Reason**

Directions: Read the advice column, and follow Adelia Advic's suggestion to think of some other compound words you already know.

Dear Adelia Advic,  
At school, I am having some trouble understanding compound words. What are they?  
Your Friend,  
Confused Compound

Dear Confused Compound,  
Have you ever woken up to a beautiful morning and felt the sun's light hit your face? (*sunlight*) Have you ever walked along the beach making prints with your bare feet? (*footprints*) Have you ever seen a fish that is gold? (*goldfish*) Do you carry your books for school in a pack strapped to your back? (*backpack*) Compound words are two words put together to make one word. Most often, they seem to fit together, like the suggestions above.  
Your Friend,  
Adelia Advic

List compound words you already know.

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UNIT 3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Read and Reason**

Directions: Circle the *audii* and *audii* vocabulary words in the conversation. Imagine that the conversation takes place inside a new auditorium.

Vali: Hey, guys. I'm going to test the speakers. OK?

Noelle: Yeah.

Vali: Can you hear it? Is it audible?

Noelle: What?

Vali: Can you hear the speakers out in the audience?

Noelle: Yeah. I can hear you.

Vali: If you can hear me, wave your hands. I'm in the auditorium...

- From the conversation above, what do you think *audii* means? How do you know?
- Use your definition of *audii* to explain what *audible* means.
- Use your definition of *audii* to explain what *audience* means.
- Now, write a sentence that has both *audible* and *auditorium* in it. Share your sentence with a friend.

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Students should also study the structural and semantic nature of words. They should use the surrounding context and/or word parts (prefixes, suffixes, bases) to unlock meaning. Learning key word parts will enable students to master new words that are semantically connected.

In other words, looking words up in a dictionary and learning definitions is not enough to ensure word learning. However, dictionaries and other reference works can add interest to a vocabulary program. Most students learn word analysis strategies (phonics, context) in the primary grades. They also begin to learn about reference tools. For example, they may know how to use a dictionary, and they may also know how to use the enormous variety of electronic and print dictionaries available. They may know the concepts of synonym and antonym, but they may not know how to use a thesaurus. (Some of the electronic ones are really fun to use!) Explicit practice with all these strategies for unlocking word meanings will help students learn to use them automatically. So a vocabulary program should focus on reinforcing and expanding the strategies students have already learned. Moreover, teachers will be encouraging students to become word sleuths, a habit that they may well carry with them throughout (and beyond) their school years.

Most vocabulary is learned indirectly or spontaneously through discussion, reading, or listening. So another important principle of vocabulary instruction is to **read aloud to students**. Choose books with wonderful words and powerful language. Teachers can share their own favorites, encouraging students to do so as well. If students will be tackling a new or difficult concept in the content areas, begin by reading picture books that address the topic. In addition to their many other benefits, read-alouds help increase children's oral vocabulary, which is an important stepping-stone to reading comprehension.



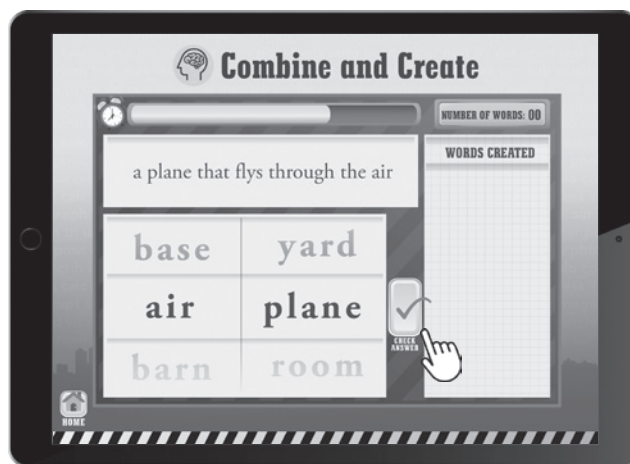
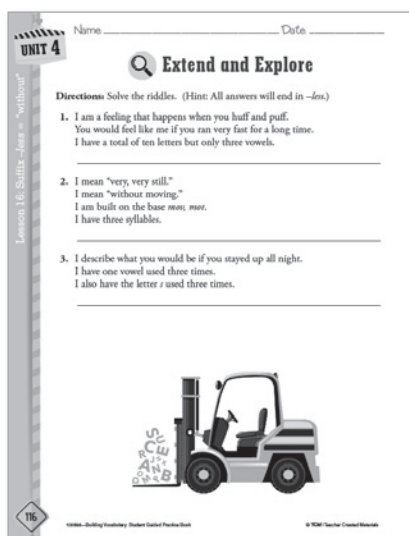
## How Should Vocabulary Be Taught? *(cont.)*

Related to this principle is another: **encourage wide reading**. The more students read, the better. Teachers must establish different purposes for reading—including pure pleasure—and urge students to choose texts at various levels of difficulty. Research shows that students learn more new words incidentally—when they appear while reading or listening—than they do through direct instruction (Lehr, Osborn, and Hiebert 2004).

Teachers can share their own love of words and invite students to share theirs. Everyone has a favorite text that moves them to laughter or tears. As these are read aloud to students, teachers can talk about the power of words. Invite students to do so as well. A good practice is to whet their appetites by sharing interesting word histories and then showing them how to explore the origins of words themselves. Focus on the Did You Know? on the Meet the Root Slides. If teachers post a list of websites or print resources, students can investigate themselves. Encourage them to share what they discover with the class.

In other words, **make word learning and word play a priority in the classroom**. Provide regular opportunities for students to practice and discover words on their own and in the company of others. This is one of the key ideas behind *Building Vocabulary*. As students progress through the lesson for a week, they have dozens of opportunities to work with new word parts in a variety of ways.

*Building Vocabulary from Word Roots* gives students time to play word games or to create riddles, rhymes, and tongue twisters. Not only is this fun—it's good instruction. Teachers should be mindful to make time for students to play word games on their own or with others. There are easily accessible word activities available for students on the internet and in the Appendixes. At the end of the unit, teachers should allow time for students to play with words via the Digital Games. The Digital Games mirror the strategies learned in the lessons and provide an interactive space for students to practice combining and dividing the words learned in each unit.



LATIN BASE *fin, finit* = “end, limit”

The information on this page should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

## Build Teacher Knowledge

This week’s Latin base, *fn, finit*, means “end, limit.” The two forms are identical in meaning. This lesson builds on the concept of the base as a *semantic unit* that provides a word with its core meaning. Our motto is: “**Bases are basic!**” As students encounter words built on this base, they should try out both meanings of “end” and “limit.” (A “limit” marks the “end” of an area, territory, or process.) Some words built on *fn, finit* begin with the base itself (e.g., *final, finite, finalist*). Other *fn, finit* words begin with a prefix (e.g., *define, infinity*).

See **Definitions at a Glance** for quick explanations of every *fn, finit* word that appears in this lesson.

## Build Student Knowledge

Three aspects of language are particularly important for students to understand:

1. The same word can have **multiple meanings**, depending on the context in which it is used. In a clothing store, *fine* fabrics are sheer and delicate; but when we greet our friends, we can tell them we are feeling *fine* today.
2. Words can have **literal** and **figurative** meanings. A grand *finale* may literally mark the end of a performance; but when we *define* a word, we figuratively set the limits of its meaning.
3. A **suffix** can change the function (i.e., part of speech) and meaning of a word: *final* (adjective/noun), *finalize* (verb), *finally* (adverb), *finish* (verb/noun).

Immersing students in words is an important part of building their academic vocabularies. Before completing the Meet the Root activity together, begin a word wall that will be posted all week. Invite students to call out words, and write them on chart paper. Invite students to add *fn, finit* words they discover during the week.

## Differentiation Strategies

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *fin, finit* words from the classroom word wall or *Student Guided Practice Book* activities. See Bonus Pages on the Digital Resources for additional student activities for the unit. These exclusively digital options can be used to pre-teach or reteach a lesson or give students another chance to play with the unit’s newly learned roots!

### Above-Level Support

Remind students of prefixes such as *re-*, *in-*, *con-*, and *un-*. Have them create *fin, finit* words that use these prefixes. This will help students connect what they have learned about vocabulary thus far.

### English Language Support

When sharing **Meet the Root Slide 26**, discuss the word definitions in depth. Share examples, and ask students to share their own knowledge of the words. Allow students to act out or draw these words. Provide this kind of support as much as possible when teaching this lesson.

See Cognate Connections for Spanish words built on this base, and point out the similarities with English.

### Below-Level Support

Have students create short and simple *fin, finit* dictionaries that can be used when completing all the activities for this lesson. Students’ dictionaries can include the word, a definition, a sentence example, and/or a picture.



### Cognate Connections

Spanish-English cognates from the base *fin, finit* to share with students: *definir* (define); *definitivo* (definite); *definición* (definition); *final* (final); *final* (finale); *finalmente* (finally); *finito* (finite); *indefinido* (indefinite); *infinito* (infinite); *infinitesimal* (infinitesimal); *infinito* (infinity); *refinar* (refine)

### Spelling Matters

The word *finale* comes into English as a “loan” word from Italian. It is pronounced in three syllables and retains the final *e*. As a “loan” word, it does not follow the regular vowel-consonant-silent *e* pattern.



## Meet the Root

### Introduce

Write *fin* and *finit* on the board. Tell students they will be given two clues to see whether they can figure out what this week’s Latin base means. Show students **Meet the Root Slide 25**, and ask them to talk with a neighbor and see whether they can think of another *fin* word to fit each picture (*finish, unfinished*). Tell them to use those words to figure out what *fin* means. Accept their predictions.

### Discuss

Say, “*Fin* is a Latin base that means ‘end’ or ‘limit.’ Turn to your neighbor and spend a minute brainstorming all the words with *fin* you can think of. Write the words on a sheet of paper.”

- After a minute, show students the *fin* words on **Meet the Root Slide 26**. (Read them together, since some of the words may be unfamiliar in print.)

### Apply

Ask students to compare their lists and see whether they have any words that are not on **Meet the Root Slide 26**. (Students may not have generated many words on their own, but if there are additional *fin* words, you can add them.) To make sure the words students have selected are from the base *fin, finit* ask them to explain how the word they have identified connects to the concept of “end” or “limit.”

Explain that students probably do not know the meaning of all these words, but each has something to do with “ends” or “limits” (e.g., a *definition* puts “down” the “limits” of a word’s meaning). Ask for volunteers to explain words they know. You may also want to pick a few words to share from the list (*final*: “end” of something; *confine*: “limited” to an area or space; *finally*: “at the end”; *finish*: to “end” a project; *infinity*: “not” “ending”; *unfinished*: “not ended”).

### Practice

Tell students that words have an interesting and often surprising history. Read the Did You Know? on **Meet the Root Slide 27**.

Direct students to the Meet the Root Word Spokes activity on page 88 in the *Student Guided Practice Book*.

- In pairs, have students figure out the meaning of “end” or “limit” in *final, infinity, finalist* and *finish*.
- After a few minutes, ask volunteers to explain how each of the words means “end” or “limit.”

Point out the two blanks in the template. Ask students to think of two other *fin, finit* words with the meaning of “end” or “limit.” Tell them to put the words in the blanks and then write sentences for four of the words. Invite students to share their words and sentences with classmates.



## Divide and Conquer

Direct students to the Divide and Conquer activity on page 89 in the *Student Guided Practice Book*.

Say, “Let’s ‘divide and conquer’ five words with the base *fin* or *finit*. Let’s do the first word together. We will draw a slash between the prefix and the base word. Next, let’s write the meaning of the prefix on the first line. Then, let’s write the meaning of the base word on the second line.” Place emphasis on the meaning of the base word.

Say, “I see a box titled Prefix Bank, which is helpful because it includes the meanings of the prefixes. I also see an *X* on the prefix lines for two of the words, so that tells me there will not be a prefix. Thinking about the meaning of each prefix and the base *fin* or *finit*, we can decide which definition from the definition bank matches and put the letter in the box.” If necessary, use a short phrase with the words *end* or *limit* to ensure that the definition makes sense.

Discussion of each new word is essential to expand students’ vocabulary and knowledge of how English words work. As you guide students, use the questions below to generate discussion about each of the words:

- Where is the meaning of “end” or “limit” in the word \_\_\_\_\_? (Accept either “end” or “limit” in students’ answers as long as their explanation makes sense.)
- Where might you see the word \_\_\_\_\_?
- Can you think of an example of \_\_\_\_\_?
- Does \_\_\_\_\_ have more than one meaning? If so, how are those meanings the same? How are they different?
- In what situations might you find or use the word \_\_\_\_\_?

Have students complete the Make It Yours! section independently or in pairs on a separate sheet of paper.

### Answers

|    | Word       | Prefix means   | Base means |   |
|----|------------|----------------|------------|---|
| 1. | definition | down           | end, limit | B |
| 2. | finale     | X              | end, limit | D |
| 3. | infinite   | not            | end, limit | A |
| 4. | finish     | X              | end, limit | C |
| 5. | confine    | with, together | end, limit | E |

LATIN BASE *fin, finit* = “end, limit” (cont.)

Guide students through pages 90–93 to complete the rest of this lesson. Read the directions at the top of each page.



### Read and Reason

This activity gives students practice in reading words in context. Students read a short story and encounter the word parts in context. Then, they answer questions about the story.

#### Suggested Answers

1. The student thinks it has cool stories and it would increase his or her vocabulary.
2. I think *refined* means to improve and make better. It means to go back to a finished product and make it better or finer.
3. Yes, I *refined* my essay. I *refined* the way I talk. I *refined* my vocabulary, etc.
4. *Confine myself* could mean to “limit” myself or to have few options.



### Combine and Create

This activity gives students practice in recognizing the correct usage of the *fin* word. Students must define the words to find the correctly used word.

#### Answers

1. refine
2. infinite
3. final
4. definition
5. finalists



### Extend and Explore

This activity gives students practice in using *fin* and *finit* words with and without prefixes.

#### Answers

|       |      |       |
|-------|------|-------|
| A. 10 | B. 8 | C. 6  |
| D. 2  | E. 9 | F. 13 |
| G. 12 | H. 7 | I. 5  |

Magic Number: 24



### Cloze Text

#### Scoring Guide

7–8 blanks filled correctly: Outstanding  
 5–6 blanks filled correctly: Satisfactory  
 4 or fewer blanks filled correctly: Unsatisfactory

- |                |                  |
|----------------|------------------|
| 1. finally     | 5. infinite      |
| 2. definitions | 6. definite      |
| 3. finite      | 7. finalist      |
| 4. refine      | 8. infinitesimal |



## Definitions at a Glance

**confine:** to restrict; to keep within “limits” (*con-* = with, together)

**define:** to make clear and distinct; to set down the “limits” of a word’s meaning (*de-* = down)

**definite:** clear and unmistakable; firm; having well-marked “limits”

**definition:** the statement of a word’s meaning; the “limit” and range of a word’s meaning

**final:** last; occurring at the “end”; a test at the “end” of a course; a sports competition at the “end” of a series

**finale:** the “end” or closing part of a musical performance

**finalist:** one who remains in a competition until the “end”

**finally:** at last (adverb expressing a long-awaited “end”)

**fine:** free of impurity; not coarse; sheer, thin (marking the final “end” of processing); of superior quality

**finish:** to bring to an “end”; complete; also, the final (“end”) coat or surface applied to wood, metal, fabrics, etc.

**finite:** having a “limited” nature or quantity

**indefinite:** unclear, vague (as in indefinite plans); having no clear end or “limits” (as in indefinite time period) (*in-* = not)

**infinite:** “endless”; extending into eternity; having no “end” in time or space (*in-* = not)

**infinitesimal:** extremely tiny; immeasurably small; “endlessly” small (*in-* = not)

**infinity:** boundlessness; outer space; a measurement or distance without “end” (*in-* = not)

**refine:** to remove impurities and flaws; to improve, polish, perfect; literally, to process something again after finishing (“ending”) it for the first time (*re-* = back, again)

**refinish:** to apply a new surface to furniture; literally, to finish (“end”) again (*re-* = back, again)

**unfinished:** incomplete; not brought to an “end” (*un-* = not)

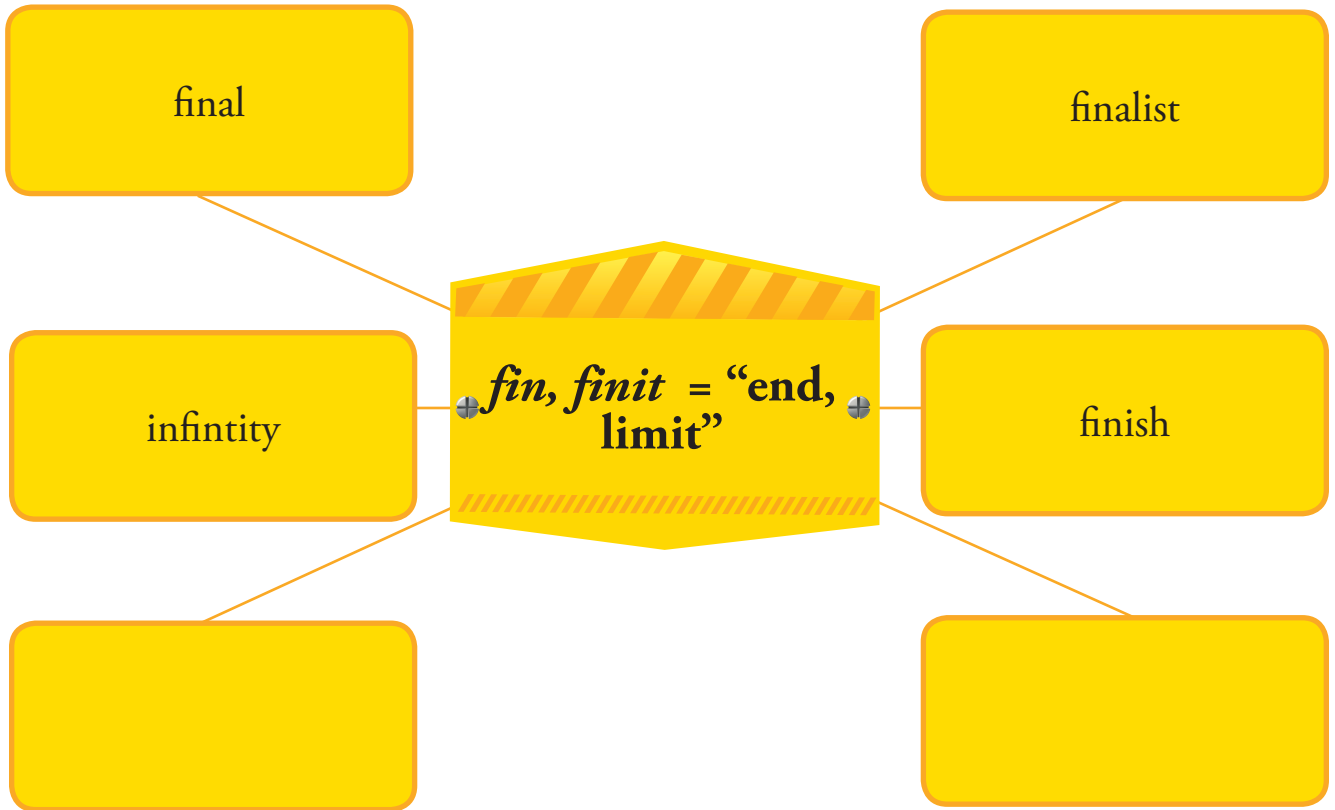


**UNIT 3**



# Meet the Root

**Directions:** Turn to your partner. Talk about the meaning of “end, limit” in each of the words. Fill in the blank spokes with two other *fin, finit* words that have the meaning of “end” or “limit.”



Write sentences for four of the words. Make sure that “end” or “limit” is part of the meaning. Share your sentences with your classmates.

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Lesson 13: Latin Base *fin, finit* = “end, limit”



# Divide and Conquer

**Directions:** Draw a slash after the prefix in each word. Write the meaning of the prefix in the first blank. Write the meaning of the base in the second blank. (Hint: Use the Prefix Bank. An *X* means that the word has no prefix.) Then, pick the best definition from the Definition Bank. Write the letter in the box.

**Prefix Bank**

*con-* = with; together      *de-* = down      *in-* = not

|    | Word       | Prefix means | Base means  |
|----|------------|--------------|---|
| 1. | definition | _____        | _____ <input style="width: 50px; height: 30px;" type="text"/> |
| 2. | finale     | <b>X</b>     | _____ <input style="width: 50px; height: 30px;" type="text"/> |
| 3. | infinite   | _____        | _____ <input style="width: 50px; height: 30px;" type="text"/> |
| 4. | finish     | <b>X</b>     | _____ <input style="width: 50px; height: 30px;" type="text"/> |
| 5. | confine    | _____        | _____ <input style="width: 50px; height: 30px;" type="text"/> |

## Make It Yours!

1. Choose one word. Draw a picture of it.
2. Choose two words and use both of them in the same sentence.
3. What is the opposite of the word *finish*?

## Definition Bank



- A. endless
- B. a word's meaning
- C. bring to an end
- D. last song or act in a play
- E. restrict with limits

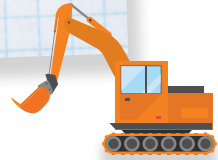
## UNIT 3



## Read and Reason

**Directions:** Read the story. Then, answer the questions.

WOW! My dictionary finally arrived! It looks so fine on my shelf. I can now define any word I see, even the words I don't know. I can even find out whether the word has a prefix or a Latin base. And I can find out what they mean! The dictionary tells me cool stories about the words. I can share the stories with my friends. In fact, I'm confident that my vocabulary will soon become infinite. I will no longer have to confine myself to asking for help with words I do not know. Don't get me wrong: my vocabulary is already quite fine. But with my dictionary, I can refine it even more.



1. What does the student like about the new dictionary?

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2. What do you think *refined* means in this context?

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3. Have you ever *refined* something you said or wrote?

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4. What do you think *confine myself* means in this context?

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# Combine and Create

**Directions:** Use context clues and your knowledge of each prefix to put the correct *fin*, *finit* word in that completes the sentence.

1. Please \_\_\_\_\_ your story before you turn it in.

- |        |       |        |
|--------|-------|--------|
| refine | final | define |
|--------|-------|--------|

2. The energetic kitten had \_\_\_\_\_ energy.

- |          |       |          |
|----------|-------|----------|
| infinite | final | confined |
|----------|-------|----------|

3. The \_\_\_\_\_ show of the season was about to start.

- |            |       |        |
|------------|-------|--------|
| definition | final | finish |
|------------|-------|--------|

4. I use the dictionary to find \_\_\_\_\_ for words I don't know.

- |             |        |          |
|-------------|--------|----------|
| definitions | finals | finalist |
|-------------|--------|----------|

5. The winner was chosen from three \_\_\_\_\_.

- |            |           |        |
|------------|-----------|--------|
| infinities | finalists | finals |
|------------|-----------|--------|



**UNIT 3**

Lesson 13: Latin Base *fin*, *finit* = "end, limit"



# Extend and Explore

**Directions:** Work with a partner to complete the *fin* and *finit* magic squares. Select the best definition for each of the words. Put the number in the proper space on the magic square box. If the sum of the numbers is the same across and down, you have found the magic number!

|                         |                               |
|-------------------------|-------------------------------|
| <b>A.</b> finals        | tiny (2)                      |
| <b>B.</b> grand finale  | endless (5)                   |
| <b>C.</b> confined      | limited to one spot (6)       |
| <b>D.</b> infinitesimal | certain (7)                   |
| <b>E.</b> finished      | a song that ends an opera (8) |
| <b>F.</b> define        | completed (9)                 |
| <b>G.</b> refined       | games that end a series (10)  |
| <b>H.</b> definite      | polished (12)                 |
| <b>I.</b> infinite      | explain (13)                  |

|          |          |          |
|----------|----------|----------|
| <b>A</b> | <b>B</b> | <b>C</b> |
| <b>D</b> | <b>E</b> | <b>F</b> |
| <b>G</b> | <b>H</b> | <b>I</b> |

Magic Number: \_\_\_\_\_





## Review: Cloze Text

**Directions:** Use context clues to choose the best word for each blank. Each word will be used once.

definite  
definitions

finally  
finalist

finite  
infinitesimal

infinite  
refine



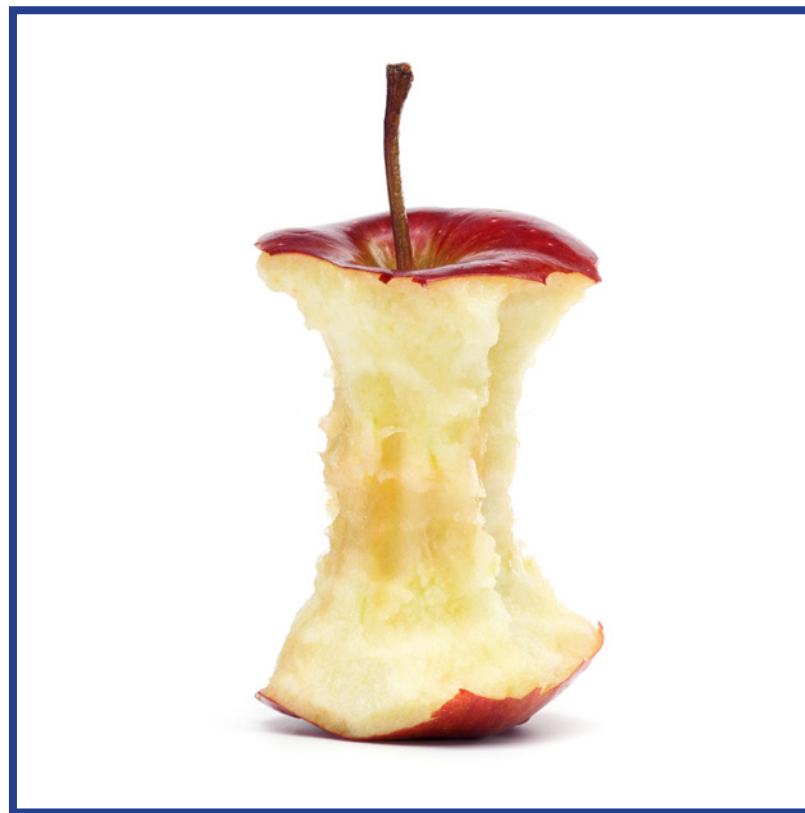
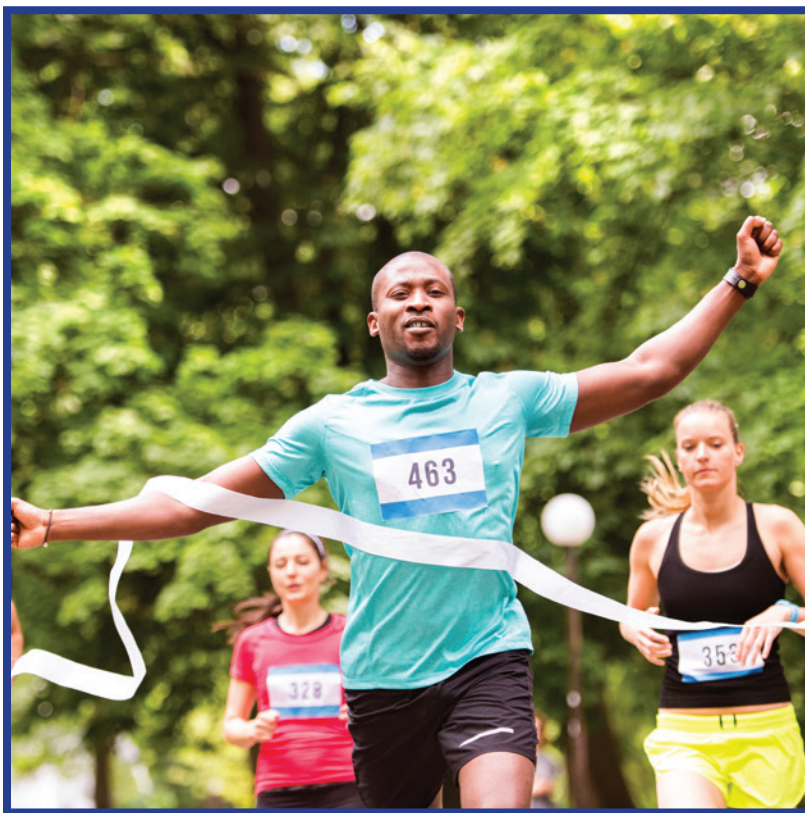
After participating in many spelling bee contests last year, I \_\_\_\_\_ made it to the competition. As soon as I found out that I was going to be a contestant in the biggest spelling bee of the year, I knew that I would spend hours studying the spelling and \_\_\_\_\_ of countless words in my bedroom.

Even though I knew I would only be able to learn a \_\_\_\_\_ number of words before the contest, I still wanted to \_\_\_\_\_ my skills before the spelling bee. As I was studying, it seemed like there was an \_\_\_\_\_ number of words in the dictionary. I also spent time refreshing my memory about the spelling bee rules because they are very \_\_\_\_\_ and strict.

On the day of the spelling bee, all of my hard work finally paid off when I ended up being a \_\_\_\_\_. The last word I had to spell in the spelling bee was \_\_\_\_\_, which can be defined as “extremely tiny or immeasurably small.” I was so happy!

# Latin Base *fin, finit*

Think of a *fin* word that describes each picture.



What do you think *fin, finit* mean?

# Latin Base *fin, finit*

*Fin* means “end” or “limit.” How many of these words do you know? Can you explain why they have the base *fin* in them?

definition

confine

final

finally

finish

infinity

refinish

unfinished

# Did You Know?

MEET THE  
ROOT SLIDE 27

If you have ever seen the *Toy Story* movies, you will remember Buzz Lightyear and his favorite saying: “To *infinity*...and beyond!” Buzz is quite funny when he says this. Outer space is *infinite* because it has “no” (negative *in-*) “end.” So the only way for Buzz to go beyond *infinity* is to get to the end of it first! But that can never happen, not even in a million light-years. As a toy, Buzz is very playful. He is even a master of wordplay!