K20 LEARN

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The Root of It is...

Examining Greek and Latin Word Parts

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Grade Level	9th – 12th Grade
Subject	English/Language Arts
Course	American Literature, British Literature, Composition, Creative Writing, World Language, World Literatu

Essential Question

Why is learning Greek and Latin roots and affixes valuable?

Summary

In this lesson, students will dive deeper into what Greek and Latin roots mean and how and why they are embedded into our everyday vocabulary. Using hands-on activities, students will examine specific root meanings and where they come from. Next, they will watch an interview with a former professor of linguistics who explains why learning Greek and Latin word parts is valuable and what careers in linguistics exist. Students will end the lesson by summarizing their learning.

Snapshot

Engage
Students watch a video explaining Greek and Latin word parts and list everything they learned from it.

Explore
Students determine the meanings of different word parts by examining each in use.

Explain
Students use the Vocabulary Acrostics strategy to clarify the meaning of their assigned word part.

Extend
Students complete a card sort and watch an interview with a former linguistics professor.

Evaluate
Students complete a 3-2-1 activity to summarize their learning.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 9)

9.4.R.2: Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
9.4.R.3: Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
9.4.R.5: Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

Attachments

- It's ROOT-imentary (Teacher Guide)—The Root of It Is . . ..docx
- It's ROOT-imentary (Teacher Guide)—The Root of It Is . . ..pdf
- It's ROOT-imentary—The Root of It Is . . . - Spanish.docx
- It's ROOT-imentary—The Root of It Is . . . - Spanish.pdf
- It's ROOT-imentary—The Root of It Is . . ..docx
- It's ROOT-imentary—The Root of It Is . . ..pdf
- Lesson Slides—The Root of It Is . ..pptx
- Put Down Roots Card Matching (Teacher Guide)—The Root of It Is . . ..docx
- Put Down Roots Card Matching (Teacher Guide)—The Root of It Is . . ..pdf
- Put Down Roots Card Matching—The Root of It Is . . . - Spanish.docx
- Put Down Roots Card Matching—The Root of It Is . . . - Spanish.pdf
- Put Down Roots Card Matching—The Root of It Is . . ..docx
- Put Down Roots Card Matching—The Root of It Is . . ..pdf
- The Root of the Matter—The Root of It Is . . . - Spanish.docx
- The Root of the Matter—The Root of It Is . . . - Spanish.pdf
- The Root of the Matter—The Root of It Is . . ..docx
- The Root of the Matter—The Root of It Is . . ..pdf

Materials

- Lesson Slides (attached)
- It's ROOT-imentary! handout (attached; one per student)
- It's ROOT-imentary! Teacher Guide (attached)
- Put Down Roots! card matching handout (attached; one per group)
- Put Down Roots! card matching Teacher Guide (attached)
- The Root of the Matter handout (attached; optional; one per student)
- Internet and projector access
- Printer access
- Copy paper
- Pens or pencils
- Colored pencils, crayons, or markers

15 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to teaching the lesson:

- Print enough of the **Put Down Roots-Teacher Guide** documents for each group of 2-3 students. Cut along the dashed lines so that each word is a card. Keep the top row and left column intact to guide students.
- Arrange desks/tables in groups of three, so students may be easily grouped. There should be 2-3 students in each, but this number can be adjusted as needed.

Use the attached **Lesson Slides** to guide the lesson. Begin by displaying **slides 2-3** to introduce the essential question and the lesson objectives.

Transition to **slide 4**. Students watch a short video about Latin and Greek roots and affixes. As students watch the video, they use the Bell Ringer strategy to create a list of 10 things they learned.

Embedded video

https://youtube.com/watch?v=fiaPqgwJFo4

After students watch the video, invite 3-5 students to share some of the things they learned from the video that they previously did not know. Student answers will vary. After students finish sharing their lists, ask them whether they have additional questions about the content. This is the time for students to ask clarifying questions and for the teacher to check for understanding.

Teacher's Note

Realistically, students may only gather 5-8 things for the list. This can be acceptable depending on grade-level and/or the students' level of understanding.

25 minutes

Explore

Distribute a copy of the attached **It's ROOT-imentary** handout to each student.

Display **slide 5** and review the directions.

Transition to **slide 6** and review the example. Model the process students will use by examining the word part, "**Cred**."

Invite students to look at the example words listed and their definitions. Ask students to identify what all these words have in common; allow students 3-5 minutes to think about an answer. Allow students to discuss the words with each other. Ask a few students to share their thoughts with the whole class. After students have offered some verbal responses, explain that the meaning of the word "**Cred**" is to believe or trust.

After modeling the process, check for student understanding of the task. If students confirm their understanding, transition to **slide 7**. Review the directions again and give students 15 minutes to work through the handout. Adjust this time as needed.

Teacher's Note: Don't Split Up!

Students may decide that they will divide the work by assigning each student a portion to complete; although this is an efficient way of completing the task, it would be more effective for the group to work together to define each word part. This ensures that they have some knowledge of all of the word parts instead of just the ones they completed.

Teacher's Note: Activity Preparation

While students are working on the handout, prepare to assign each student a different word part for the upcoming acrostics activity.

15 minutes

Explain

Transition to **slide 8** and assign each student a word part from the **It's ROOT-imentary!** handout. Review the directions for the Vocabulary Acrostics strategy.

Display **slide 9** to review the example for "**PATH**." Review the examples and its meaning and how they connect to the acrostic example. Transition to **slide 10** to create a vocabulary acrostic as a class for "**CRED**." Ask some guiding questions and allow students the opportunity to contribute to the class example. Answers to this will vary; below is one example.

Can be trusted

Reliable

Ethos

Doesn't lie

Transition to **slide 11** to revisit the initial directions. Distribute a sheet of copy paper to each student (or print and distribute the optional **The Root of the Matter** handout) and have markers, colored pencils, and crayons available to use. Allow students 15 minutes to create an acrostic poem with their assigned word part. Adjust this time as needed.

Optional Activity

Invite students to hang their completed acrostic around the classroom. Using the Gallery Walk strategy, ask students to view their classmates' products. For unfinished acrostics, ask students to collaborate and complete them together.

20 minutes

Extend

Display **slide 12**. Ask the class if they know how to count from one to three in Spanish, French, or German. Do the numbers in these foreign languages sound similar?

Discuss the language family tree on slide 12 by asking students:

- Where did modern English come from?
- How do Greek and Latin roots influence how we speak and write today?

Display **slide 13**. Call on a few students to read through the various spellings and pronunciations for "Egg" and "Shoes." Alternatively, select the links in the slides to be taken to Google Translate. Within Google Translate, select the speaker icon to hear the pronunciation of the word. Ask students if they notice similarities between the same word in various languages.

Transition to **slide 14**. Divide the class into groups of 2-3 students. Distribute one set of the **Put Down Roots** cards to each small group and give students 10 minutes to organize the cards as best as they can using the Card Matching strategy.

Teacher's Note

The purpose of this activity is to highlight the linguistic patterns across languages; it is not intended to be evaluative, and students are not expected to know which word is from which language. Students will struggle with this activity and that is to be expected. Encourage students to use any prior knowledge they may already have and use these guiding questions as they complete the card sort:

- What words sound familiar?
- What words look alike?
- What words sound alike?

After students complete the card sort, transition to **slide 15** to review the answers. Refer to the graphic previously shown on slide 12 to explain the shifts in the spelling and pronunciation from the Romance languages to the Germanic languages.

Transition to **slide 16** and explain to students they will watch an interview with a former professor of linguistics: "K20 ICAP - Linguistics." Take a moment to briefly discuss what linguists do.

Embedded video

https://youtube.com/watch?v=INqfuE3UoQQ

7 minutes

Evaluate

Transition to **slide 17** and invite students to summarize their learning using the 3-2-1 strategy. Ask students to write down the following on the back of their **It's ROOT-imentary!** handout or piece of scrap paper.

3 - List three things you learned from the video.

2 - List two ways you could use what you have learned from this interview/lesson in school or in your personal life.

1 - List one question you still have regarding the interview, careers in linguistics, or Greek and Latin roots.

Resources

- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Card matching. Strategies. https://learn.k20center.ou.edu/strategy/1837
- K20 Center. (n.d.). Gallery walk / Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (2023, January 12). ICAP-Linguistics [Video]. YouTube. https://youtu.be/INqfuE3UoQQ
- K20 Center. (n.d.). Vocabulary acrostics. Strategies. https://learn.k20center.ou.edu/strategy/2322
- Khan Academy. [Khan Academy]. (2020, June 1). Latin and Greek roots and affixes [Video]. YouTube. https://youtu.be/fiaPqgwJFo4