Latin Word Roots *spect, port*

Generalization The word root *spect* means "to look at" and the word root *port* means "to carry."

Student Objective Recognize how the roots *spect* and *port* combine with other elements to create derived words, and sort, read, and spell words with *spect* and *port*.

Materials
- Word Study Notebook, pages 45–48
- SavvasRealize.com
  ◦ Interactive Sort
  ◦ Writing Sort
  ◦ Blind Sort
  ◦ Speed Sort
  ◦ Root Work

Words	
spect	*port*
respect	**export**
inspection	support
perspective	portable
speculate	deport
spectator	import
prospect	transport
inspector	report
spectacle	portfolio
spectacular	heliport
spectrum	opportunity

Introduce, Model, and Reflect

Introduce Display the words without headers to introduce them. What do you notice about these words? Students may say they have prefixes or suffixes. Some students may notice that they contain either the root *spect* or *port*.

Expand Vocabulary Provide sentences using the following words. Give students time to guess the meaning of each word from context. Then have a student look up each word in a dictionary and share its meaning with the class. (*Prospect* means "something anticipated" or "an expectation;" *import* means "to bring a product from one country into another country for sale.")

prospect • The *prospect* of nice weather caused the family to plan a camping trip.

import • Coffee is a product we *import* from other countries.

Introduce the Sort Display all the words and read them aloud. Ask: How do you think we can sort these words? Take observations, but guide students to notice that the words contain these common word parts: *spect* and *port*. Explain: In this sort we are going to learn about Latin roots. A root is the basic part of a word; it's what's left after you take off any prefixes or suffixes. It's not a word, because it cannot stand by itself. Latin roots come from the Latin language. Display the headers and say: Let's sort according to the roots.

Model Read each heading and base word aloud. Why do you think *respect* is under *spect*? (When you take off the prefix *re-*, you have the root s*pect*.) Why do you think *support* is under *port*? (It has the word root *port*.) Model how to sort one word for each root. Point to and read the words *inspection* and *support*. The word *inspection* has the root *spect*. I will put *inspection* in the first column under *spect*. What root do you see in *support*? Where should I put *support*? (under *port*)

Sort by Latin Roots Have students complete the sort. Then read down each column of words and help students develop definitions for the Latin word roots: *spect* means "to look" or "see" and *port* means "to carry."

Guide students to see how knowing the meaning of the Latin word roots can help them figure out the meaning of unknown words. For example, display *inspection* and provide its meaning: "examination" or "the act of inspecting." Guide students to see that *inspection* is made up of the prefix *in-* (meaning "into"), the root *spect* (meaning "to look at"), and the suffix *-ion* (meaning "the act or result"). Continue in a similar way for other words, explaining the meaning of any prefixes or suffixes that are unfamiliar.

Point out that Latin or Greek roots may show up in a word but not be an actual root. For example, have students consult a dictionary to find that *sport* looks like it contains the word root *port* but actually comes from the French *desporter*, meaning "to divert." Have students check a word's etymology in a dictionary if they are unsure about its root.

Reflect Ask: What did you learn about word roots from this sort? How can recognizing the Latin word roots *spect* and *port* help you as a reader when you come across unfamiliar words? Take different observations, but be sure to talk about how knowing the meaning of *spect* and *port* can help students figure out the meaning of unfamiliar words that contain those Latin roots. What is the meaning of each root? You might suggest that students write the meanings on the headers.

Practice and Extend

Sort Again Have students work either independently or with a partner to sort the words several times. After sorting, have them read the words in each column and check that they are under the correct headers.

Buddy Sort Have students work with a partner to do a blind sort of the Latin word roots. One student sets up headers for *spect* and *port*. Then partners take turns reading the sort words and pointing to the correct header. Encourage students to listen carefully when their partner reads the words.

Writing Sort Have students work independently to complete the Writing Sort on page 48, following the directions on the page. Before they begin, work through two words (one with each root) as a model to make sure students understand how to complete the webs.

Build and Extend Have students work in pairs to think of other words they can make from the sort words by adding or removing prefixes or suffixes they know. Examples include: *disrespect, respectful, inspect, reporter, reporting, unspectacular.* Have students write their words on cards and then exchange with another pair and sort the words.

More Practice Schedule time for students to play Root Work, which you can download from SavvasRealize.com.

Apply and Assess

Additional Words *airport, expect, portage, prospector, seaport, specimen, suspect*

Additional Words Activity Display the additional words. Have students read the words and predict the meaning of each word based on its structure. Then have students check the meanings in the dictionary.

Alternative Sort: Prefix, Suffix, or Both Have students sort the words into those that have a prefix before the root, those that have a suffix after the root, and those that have both a prefix and a suffix.

Assess Select ten words (include five words with each root) and call them aloud for students to spell on a piece of paper. To challenge students and check for transfer, you might call two words from the additional words list.

Supporting All Learners

School-Home Connection		
SAW Sort your words, alphabetize the words within the categories, and then write down the sort in your journal.	**Beat the Adult** An adult or older sibling sorts the words while you keep time. Then you try to beat the adult's time while sorting your words. In your journal, write who won and explain why you think that person won.	**Syllables** Choose ten words. Write each word with dashes to separate the syllables.

Supporting Multilingual Learners	
Language Acquisition Pronounce each word and have students repeat the words aloud after you. Have them summarize what they have learned about *spect* and *port*. Then ask students to tell in their own words what each sort word means. Clarify understanding as needed.	**Language Transfer** Many Spanish words are derived from Latin roots. Point out that students may come across words in English that look or sound similar to words in Spanish. Some examples: *inspección (inspection)*, *perspectiva (perspective)*, *inspector (inspector)*, *exportar (export)*, *deportar (depor*t*)*. Tell students that thinking about their meanings in Spanish can help them understand the meaning of the English word.

Differentiated Support	
Extra Support For students who need extra support, you may want to start them with words where the root appears at the beginning of the word (such as *speculate* and *portable*) making them easier to identify. Then add words where the root appears at the end (such as *prospect* and *export*), and finally, words where the root is surrounded by other elements (such as *inspection* and *opportunity*).	**Challenge** Have students brainstorm new words with the Latin word roots *spect* and *port*. Have them tell the meanings of the new words. For example: A *retrospective* looks back at things that happened in the past.

inspection	support	portable
perspective	deport	speculate
import	spectator	transport
report	prospect	portfolio
inspector	heliport	spectacle
spectacular	spectrum	opportunity

spect	port
respect	**export**

1. Read the word root in the center of each web and write the meaning below it.
2. Fill in the surrounding ovals with words that contain that word root.
3. Write the meaning below each word.

spect

port