

Teacher  
Edition

5

Zaner-Bloser



# SPELLING CONNECTIONS

A Word Study Approach



ZB Zaner-Bloser



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SAMPLE

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### Six Syllable Types

*Spelling Connections* highlights the six syllable types within and across grade levels to teach students six reliable syllable patterns. Color-coded example words above identify the syllable types within each unit.

Open

Closed

VCe

Vowel Team

Vowel-r

Consonant-le

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### Six Syllable Types

*Spelling Connections* highlights the six syllable types within and across grade levels to teach students six reliable syllable patterns. Color-coded example words above identify the syllable types within each unit.

Open

Closed

VCe

Vowel Team

Vowel-r

Consonant-le

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# SKILLS

## ► Overview

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Short-Vowel Spellings</b>						
<b>Short a</b>	●	●	●	●	●	●
<b>Short e</b>	●	●	●	●	●	●
<b>Short i</b>	●	●	●	●	●	●
<b>Short o</b>	●	●	●	●	●	●
<b>Short u</b>	●	●	●	●	●	●
<b>Long-Vowel Spellings</b>						
<b>Long a</b> Patterns in Grade 5: <i>ai, a_e, ei</i>	●	●	●	●	●	●
<b>Long e</b> Patterns in Grade 5: <i>ee, ea, e_e, y, i_e</i>	●	●	●	●	●	●
<b>Long i</b> Patterns in Grade 5: <i>i, i_e, y</i>	●	●	●	●	●	●
<b>Long o</b> Patterns in Grade 5: <i>o, ow, o_e</i>	●	●	●	●	●	●
<b>Long u</b> Pattern in Grade 5: <i>u_e</i>	●	●	●	●	●	●
<b>Vowel Digraph, Diphthong, and Schwa Spellings</b>						
<b>/ô/</b> (as in <i>walk, law</i> ) Pattern in Grade 5: <i>o, oa, au, aw, al</i>		●	●	●	●	
<b>/oi/</b> (as in <i>toy, coin</i> )		●	●	●	●	●
<b>/öo/</b> (as in <i>good</i> )		●	●	●	●	●
<b>/öo/</b> (as in <i>moon</i> ) Patterns in Grade 5: <i>ui, o_e, u_e, o, ue</i>	●	●	●	●	●	●
<b>/ou/</b> (as in <i>ouch, crowd</i> )		●	●	●	●	



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Vowel Digraph, Diphthong, and Schwa Spellings (continued)</b>						
<b>Schwa</b> (as in <i>about</i> , <i>loyal</i> ) Pattern in Grade 5: <i>-al</i> , <i>-el</i> , <i>-en</i> , <i>-ion</i> , <i>-on</i> , <i>-er</i> , <i>-or</i> , <i>-il</i> , <i>-le</i>						
<b>r-Controlled Vowel Spellings</b>						
<i>/är/</i> (as in <i>star</i> )						
<i>/âr/</i> (as in <i>fair</i> ) Patterns in Grade 5: <i>air</i> , <i>ar</i> , <i>are</i>						
<i>/îr/</i> (as in <i>deer</i> ) Patterns in Grade 5: <i>ear</i> , <i>eer</i> , <i>er</i> , <i>ier</i>						
<i>/ôr/</i> (as in <i>for</i> ) Patterns in Grade 5: <i>or</i> , <i>ar</i>						
<i>/ûr/</i> (as in <i>hurt</i> ) Patterns in Grade 5: <i>ur</i> , <i>uir</i> , <i>er</i> , <i>ear</i> , <i>ir</i> , <i>or</i>						
<b>Complex Consonant Spellings</b>						
<b>blends, initial</b>						
<b>blends, final</b>						
<b>digraphs, trigraphs</b>						
<i>/k/</i> (as in <i>jacket</i> , <i>chorus</i> ) Pattern in Grade 5: <i>ck</i> , <i>ch</i>						
<i>/kw/</i> , <i>/skw/</i> (as in <i>quick</i> , <i>squid</i> )						
<i>/f/</i> (as in <i>offer</i> , <i>phrase</i> )						
<b>soft g</b> <i>/j/</i> (as in <i>giant</i> )						
<b>soft c</b> <i>/s/</i> (as in <i>city</i> )						
<i>/sh/</i> (as in <i>action</i> )						

# SKILLS OVERVIEW (Continued)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Complex Consonant Spellings (continued)</b>						
/z/ (as in <i>arise</i> , <i>scissors</i> )						●
/zh/ (as in <i>vision</i> )				●		●
silent consonants (as in <i>knife</i> , <i>gnat</i> )		●	●	●		●
<b>Dictionary and Thesaurus Skills</b>						
alphabetizing	●	●	●	●	●	●
using a dictionary	●	●	●	●	●	●
using a thesaurus		●	●	●	●	●
word roots/origins, etymologies				●	●	●
<b>High-Frequency Words</b>						
correcting spelling of high-frequency words	●	●	●	●	●	
spelling high-frequency words from a research-based list	●					
<b>Word Structure Spelling Rules</b>						
abbreviations		●	●			
compound words		●	●	●	●	●
consonant-sound changes with suffixes (as in <i>select</i> , <i>selection</i> )					●	
contractions		●	●			
inflectional endings Endings in Grade 5: -s, -es, -ed, -ing, -er, -est	●	●	●	●	●	



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Word Structure Spelling Rules (continued)</b>						
<b>inflectional endings with spelling changes</b> (change y to i, double final letters, drop e)		●	●	●	●	●
<b>irregular plurals</b>				●	●	
<b>prefixes</b> Prefixes in Grade 5: <i>bi-, semi-, tri-, dis-, im-, in-, mid-, post-, co-, pre-, non-, re-, un-</i>		●	●	●	●	●
<b>possessives</b>				●		
<b>suffixes</b> Suffixes in Grade 5: <i>-able, -ible, -ance, -ence, -ant, -en, -ent, -er, -ic, -ish, -ist, -or, -ity, -ive, -ly, -ize, -ment, -ness, -ous, -ion</i> (see inflectional endings)			●	●	●	●
<b>Greek roots and suffixes</b>					●	●
<b>Latin roots and suffixes</b>					●	●
<b>syllable division patterns</b> Pattern in Grade 5: VCV, VCCV, VCCCV		●	●	●	●	
<b>syllable types</b> ( <i>closed, open, VCe, vowel team, vowel-r, consonant-le</i> )	●	●	●	●	●	●
<b>vowel-sound changes with suffixes</b> (as in <i>define, definition</i> )					●	
<b>Types of Words Frequently Misspelled</b>						
<b>commonly misspelled words</b>					●	●
<b>commonly confused terms</b>					●	●
<b>homographs</b>						●
<b>homophones</b>			●	●		
<b>more letters than sounds</b> (as in <i>ready, build</i> )				●		

## Greek and Latin Roots

### Materials

- Student Edition, pp. 190–195

For Differentiated Practice and EL Support go to [MyZBPortal.com](http://MyZBPortal.com) for:

- Teacher Resource Book, pp. 297–306
- Spelling Support for English Learners, pp. 96–98
- Unit 34 Online Games & Activities
- Unit 34 Online Word Sort Activity or Word Sort Cards

## WORD STUDY

In this unit, students will explore the sounds, structure, and meaning of words with **Greek and Latin root** spelling patterns.

**Hands-on Practice on MyZBPortal.com**

- Have partners or small groups use the **Spelling Game Mats** for fun practice with the spelling patterns and words.
- Create flip folders for students to use when studying the spelling patterns and words.

# INTRODUCTION

..... About the

## ▶ SPELLING PATTERNS .....

In this unit, students will study words with **Greek and Latin roots**. Many English words have Greek or Latin roots. A root is the part of a word that holds most of the word's meaning. Common Greek roots and their meanings include **tele** "distant," **photo** "light," **graph** "to write," and **meter** "measure." Common Latin roots and their meanings include **spec** "to see," **rupt** "to break," **port** "to carry," **ject** "to throw," **dict** "to speak," and **scrib** or **script** "to write."



## 1 Give the Pretest

Begin the unit by giving the pretest to all students. Use the **Pretest Routine** or have students take the pretest online at **MyZBPortal.com**. After all students have completed the pretest, determine the appropriate word list to assign to each student based on the pretest results.

### Pretest Sentences

**Pretest Routine:** Say the spelling word, read the sentence aloud, and say the word again. Have students self-check their pretests.

1. We watched the live **telecast** of the final game.
2. Have you read her **autobiography**?
3. Did you **import** your file from the Internet?
4. Can the referee really **eject** the player from the game?
5. I use a **telephoto** lens to take pictures of landscapes.
6. Let's read aloud from the **script** of this play.
7. I'd like to do a **project** about birds.
8. Some companies **export** their products.
9. Our teacher read us a **biography** of Thomas Jefferson.
10. This is the **manuscript** for a novel.
11. We have a new family **photograph**.
12. If you move the vase a **centimeter**, it will fall off the shelf.
13. He is a good **prospect** for professional football.
14. When will the volcano **erupt**?
15. I will **dictate** the directions to the zoo.
16. You will need a **photocopy** of your birth certificate.
17. We all **respect** our principal.
18. All three weather reporters **predict** rain tomorrow.
19. Please don't **disrupt** the class by whispering.
20. It doesn't seem as cold as the **thermometer** shows.

Pretest Score	Word List to Assign
9/20 or lower	● <b>Emerging</b>
10/20–17/20	◆ <b>On Level</b>
18/20 or higher	■ <b>Challenge</b>



## 2 Teach, Practice, & Differentiate

Consult the tabbed unit planner for 3-day and 5-day plans and choose the plan that fits best with your literacy block, or determine your own daily plan. Students at all levels of proficiency should complete the pages in the **Student Book**, regardless of which word list they have been assigned. Differentiated practice is provided in the **Teacher Resource Book** and online spelling games on **MyZBPortal.com**.

**EL Support:** Activities to support English Learners are available on **MyZBPortal.com**.

## 3 Assess

Give the unit posttest at the end of the unit. The posttest is differentiated by level so students are assessed only on the words that appear on their assigned word list (on level, emerging, or challenge). Use the **Posttest Routine** and posttest sentences (see pages 194–195 in this book) or have students take the posttest online at **MyZBPortal.com**.

### Unit 34 Spelling Words

◆ On Level	● Emerging	■ Challenge
1. telecast	1. report	1. photograph
2. autobiography	2. photo	2. centimeter
3. import	3. meter	3. prospect
4. eject	4. scribe	4. erupt
5. telephoto	5. graph	5. dictate
6. script	6. telecast	6. photocopy
7. project	7. autobiography	7. respect
8. export	8. import	8. predict
9. biography	9. eject	9. disrupt
10. manuscript	10. telephoto	10. thermometer
11. photograph	11. script	11. telescope
12. centimeter	12. project	12. transport
13. prospect	13. export	13. dictation
14. erupt	14. biography	14. speedometer
15. dictate	15. manuscript	15. photo-essay
16. photocopy		16. dictionary
17. respect		17. prediction
18. predict		18. portable
19. disrupt		19. photography
20. thermometer		20. inspector
		21. telephone



## DAY 1

## Student Objectives

Read, spell, and write words with **Greek and Latin roots**.

## Teach

Write **telephoto**, **biography**, and **thermometer** on the board. Point out the Greek roots and explain what they mean: **tele** "distant," **photo** "light," **graph** "to write," **meter** "measure."

Then write **prospect**, **import**, **eject**, **erupt**, **manuscript**, and **dictate** on the board. Point out the Latin roots and explain what they mean: **spec** "to see," **port** "to carry," **ject** "to throw," **rupt** "to break," **script** "to write," and **dict** "to speak."

## WORD STUDY

Have students sort the spelling words under your direction using the Unit 34 Online Word Sort Activity or the Word Sort Cards.

## Practice

Using page 190, have students read each spelling word and context sentence to a partner. Then have them complete the page independently.

## Differentiate

Give each student the appropriate differentiated word list from the **Teacher Resource Book**. Have students take one list home and keep the other at school.

## WORD STUDY



## Greek and Latin Roots

Many English words have **Greek or Latin roots**. Here are some Greek roots and their meanings: **tele** "distant," **photo** "light," **graph** "to write," and **meter** "measure." Here are some Latin roots and their meanings: **spec** "to see," **rupt** "to break," **port** "to carry," **ject** "to throw," **dict** "to speak," and **scrib** and **script** "to write."

## READ the spelling words and sentences.

- |                   |                      |
|-------------------|----------------------|
| 1. import         | <i>import</i>        |
| 2. telephoto      | <i>telephoto</i>     |
| 3. eject          | <i>eject</i>         |
| 4. erupt          | <i>erupt</i>         |
| 5. disrupt        | <i>disrupt</i>       |
| 6. biography      | <i>biography</i>     |
| 7. photocopy      | <i>photocopy</i>     |
| 8. centimeter     | <i>centimeter</i>    |
| 9. prospect       | <i>prospect</i>      |
| 10. script        | <i>script</i>        |
| 11. project       | <i>project</i>       |
| 12. dictate       | <i>dictate</i>       |
| 13. telecast      | <i>telecast</i>      |
| 14. predict       | <i>predict</i>       |
| 15. export        | <i>export</i>        |
| 16. thermometer   | <i>thermometer</i>   |
| 17. autobiography | <i>autobiography</i> |
| 18. manuscript    | <i>manuscript</i>    |
| 19. photograph    | <i>photograph</i>    |
| 20. respect       | <i>respect</i>       |

They **import** olives from Italy.  
My camera has a **telephoto** lens.  
Will the ref **eject** the player?  
I want to see the volcano **erupt**.  
A parrot will **disrupt** the class.  
I read a **biography**.  
Send a **photocopy** of your paper.  
That ant is a **centimeter** long.  
We can **prospect** for gold.  
I wrote a **script** for a play.  
What is your **project** this week?  
The rules **dictate** what is allowed.  
Are you ready for the **telecast**?  
I **predict** that you will win.  
We **export** wheat to Japan.  
The **thermometer** says fifty degrees.  
I will write an **autobiography**.  
The editor read the **manuscript**.  
What a great **photograph** of you!  
We need to **respect** each other.



## SORT the spelling words on a separate piece of paper.

- 1–8. Write the words that have the Greek root **tele**, **photo**, **graph**, or **meter**.  
9–20. Write the words that have the Latin root **spec**, **scrib/script**, **rupt**, **port**, **ject**, or **dict**.

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## Spelling Practice at Home



## Go Digital!

Throughout the week, students can scan the QR codes with a mobile device to study their spelling words.

## EL Support

- EL activities are available on **MyZBPortal.com**. They can be used anytime during the unit to reinforce and deepen English Learners' understanding of the spelling patterns.

Connect to

ABC

## VOCABULARY

Unit 34

### Word Structure

Combine root words, prefixes, and suffixes to write the spelling words.

- |                           |                      |
|---------------------------|----------------------|
| 1. tele + cast            | <u>telecast</u>      |
| 2. dis + rupt             | <u>disrupt</u>       |
| 3. tele + photo           | <u>telephoto</u>     |
| 4. bio + graph + y        | <u>biography</u>     |
| 5. photo + graph          | <u>photograph</u>    |
| 6. thermo + meter         | <u>thermometer</u>   |
| 7. ex + port              | <u>export</u>        |
| 8. im + port              | <u>import</u>        |
| 9. auto + bio + graph + y | <u>autobiography</u> |
| 10. centi + meter         | <u>centimeter</u>    |



### Word Meanings

The Latin root **spec** means "to see, to watch, to look at." The Latin root **dict** means "to speak." Match the meanings below to the spelling word.

- |              |          |                                   |
|--------------|----------|-----------------------------------|
| 11. prospect | <u>c</u> | a. to speak words to be written   |
| 12. respect  | <u>d</u> | b. to say what might happen       |
| 13. dictate  | <u>a</u> | c. to look for                    |
| 14. predict  | <u>b</u> | d. to look at with a high opinion |



### Dictionary Check

Write the spelling word for each dictionary respelling below. Check your answers in a dictionary.

- |                     |                  |                      |                   |
|---------------------|------------------|----------------------|-------------------|
| 15. /ī rūpt/        | <u>erupt</u>     | 18. /mān' yə skript/ | <u>manuscript</u> |
| 16. /fō' tə kōp' ē/ | <u>photocopy</u> | 19. /ī jēkt/         | <u>eject</u>      |
| 17. /skript/        | <u>script</u>    | 20. /prōj' ēkt/      | <u>project</u>    |

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## DAY 2

### Student Objectives

- Combine roots and affixes to write spelling words.
- Write spelling words to match definitions.
- Write spelling words for dictionary respellings.

### Teach

As background for page 191, explain that a root is the part of a word that carries most of the word's meaning. Review the definitions of the roots used in the spelling words on page 190. Ask volunteers to use the root meanings to define several of the words.

### Practice

Have students complete page 191.

## WORD STUDY

Have partners use the Unit 34 Word Sort Cards to do a **Buddy Sort**.

### Differentiate

Have students complete the Extra Pattern Practice Masters from the **Teacher Resource Book** for differentiated practice with their spelling words.

## 3-Day Plan

If you are using the 3-day plan, teach the lessons for Days 1 and 2 on the first day.



## DAY 3

## Student Objectives

- Use spelling words to complete analogies.
- Use context clues to complete sentences with spelling words.

## Teach

Review how to complete the second activity on page 192. Remind students to look at other words in each sentence for clues about the missing word. Point out that figuring out the part of speech of the missing word can also help them know whether to look for a spelling word that is a noun, verb, or adjective.

## Practice

Have students complete page 192 independently.

## Differentiate

Have students do a written word sort using their word lists from Day 1 (My School Word List) and the Word Sort Practice Master from the **Teacher Resource Book**.



## Greek and Latin Roots

## Complete the Analogies

Write a spelling word to complete each analogy.

1. Distance is to yardstick as temperature is to **thermometer**.
2. Other is to biography as self is to **autobiography**.
3. Take in is to admit as throw out is to **eject**.
4. Hope is to wish as search is to **prospect**.
5. Video is to movie as picture is to **photograph**.
6. Yard is to meter as inch is to **centimeter**.
7. Admire is to honor as value is to **respect**.

## Use Context Clues

Write the spelling word that best completes each sentence.

8. The three students worked together on their social studies **project**.
9. Lava and ash will **erupt** from the volcano at any moment.
10. She finished writing the **manuscript** for her book about the Arctic.
11. A **telephoto** lens allows you to take pictures from a distance.
12. Is this the original document or a **photocopy** of it?
13. The **telecast** of that television program was shown around the world.
14. We **export**, or sell to other countries, corn and wheat.
15. We **import**, or buy from other countries, oil and rice.
16. Listen and write down the spelling words as I **dictate** them.
17. The protesters plan to **disrupt** the meeting by making a lot of noise.
18. At rehearsal, the actors read aloud from the play's **script**.
19. He wrote a **biography** about the life of Amelia Earhart.
20. I can **predict** what will happen at the end of the story.

192

telecast  
script  
photograph  
photocopy  
autobiography  
project  
centimeter  
respect  
import  
export  
prospect  
predict  
eject  
biography  
erupt  
disrupt  
telephoto  
manuscript  
dictate  
thermometer

## Online Practice!

- Online games and activities that give students more practice with this unit's spelling words are available on **MyZBPortal.com**.



Connect to

# WRITING

## Correspondence: Proofread a Friendly Letter

Circle ten misspelled words in the friendly letter below. Then rewrite the letter on the lines using correct spelling. Make the corrections shown by the proofreading marks, too.

Dear Grandma, March 18, 2020  
 Did you see my photograph in the newspaper? Our class has been working on a special projekt the newspaper decided to cover it. We are creating a history of our neighborhood. I am writing a biografy of the grocer. Some of my manewscript is in the newspaper. Dion's grandfather is going to dictait an awtobiografy. He will photocopie special papers for us. Some kids are writing a skript for a telacast. we hope others will see that it is important to respect who you are.

Love,  
TJ

### Proofreading Marks

- ≡ Make uppercase
- / Make lowercase
- ^ Add
- ~ Delete
- ⌚ Add a period
- ≡ Indent

Dear Grandma, March 18, 2020

Did you see my photograph in the newspaper?

Our class has been working on a special project. The newspaper decided to cover it. We are creating a history of our neighborhood. I am writing a biography of the grocer. Some of my manuscript is in the newspaper.

Dion's grandfather is going to dictate an autobiography.

He will photocopy special papers for us. Some kids are writing a script for a telecast. We hope others will see that it is important to respect who you are.

Love,  
TJ

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## 3-Day Plan

If you are using the 3-day plan, teach the lessons for Days 3 and 4 on the second day.

## DAY 4

### Student Objectives

Reinforce spelling skills by proofreading a friendly letter containing errors in words with **Greek and Latin roots**.

### Teach

Read the directions on page 193 with students. Review proofreading marks as needed.

### Practice

Have students explain the purpose of a friendly letter. **(to tell a friend or relative about events in your life)**

Have students complete page 193 independently.

## WORD STUDY

Have students use the Unit 34 Word Sort Cards to do an **Individual** or **Speed Sort**.

### Differentiate

Have students play any of the Unit 34 online games to practice for the unit posttest. The games are differentiated by level (emerging, on level, and challenge).

## DAY 5

## Student Objectives

- Demonstrate mastery of the unit spelling words.
- Review and generalize spelling patterns for **Greek and Latin roots** to new words.

## Assess

Use the **Posttest Routine** below to give the unit posttest or have students take the posttest online at **MyZBPortal.com**. Posttests are differentiated by level.

## Optional Extra Practice

The Extend Word Study activities give students practice with the emerging, on-level, and challenge words in this unit.

## Unit 34

Extend

## WORD STUDY



## Greek and Latin Roots

report  
photo  
meter  
scribe  
graph  
telecast  
autobiography  
import

eject  
telephoto  
script  
project  
export  
biography  
manuscript  
photograph

centimeter  
prospect  
erupt  
dictate  
photocopy  
respect  
predict  
disrupt

thermometer  
telescope  
transport  
dictation  
speedometer  
photo-essay  
dictionary  
prediction

portable  
photography  
inspector  
telephone

## Pattern Power

Write the four spelling words with **tele**, meaning "distant."

1. **telecast**
2. **telephoto**
3. **telescope**
4. **telephone**

Write the two spelling words with **rupt**, meaning "to break."

5. **erupt**
6. **disrupt**

Write the four spelling words with **port**, meaning "to carry."

7. **report**
8. **import**
9. **export**
10. **transport**

Write the four spelling words with **meter**, meaning "measure."

11. **meter**
12. **centimeter**
13. **thermometer**
14. **speedometer**

Write the five spelling words with **dict**, meaning "to speak."

15. **dictate**
16. **predict**
17. **dictation**
18. **prediction**
19. **dictionary**

## Word Meaning

A **clipped word** is a short, familiar form of a longer word. For example, **photo** is short for **photograph**. Write the spelling word whose clipped form is **bio**.

20. **biography**

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## POSTTEST SENTENCES

**Posttest Routine:** Say the word, read the sentence aloud, and say the word again.

## ◆ On Level

1. We watched a **telecast** of the track meet.
2. Have you read his **autobiography**?
3. Our car is an **import** from Korea.
4. The judge will **eject** the next person who speaks out in court.
5. I took this picture with a **telephoto** lens.
6. They will auction an original movie **script**.
7. When will you start your next science **project**?
8. Mr. Lee hopes to **export** his new products.
9. This year I have to write a **biography** of a president.

10. Has anyone seen the **manuscript** for my new book?
11. We received a new **photograph** of our grandparents.
12. A grain of rice is about one **centimeter** long.
13. Do you have a good job **prospect**?
14. I'd like to watch a volcano **erupt**.
15. If you'll **dictate** your grocery list, I'll write it.
16. You should send Grandma a **photocopy** of your award.
17. It is good to show others that you **respect** them.
18. We **predict** that you will win.
19. Try not to **disrupt** the meeting if you leave early.
20. Hang the **thermometer** in the shade.



Apply to

## CONTENT

Areas

Unit 34

### Informational Text: Language Arts

The text below is about **Greek and Latin roots**. Read the text and then answer the questions.

Science and technology use many words with Greek or Latin roots that have been combined with other words or each other. If you know a root's meaning, you can often figure the meaning of words that have the root. For instance, the Greek root **photo** means "light," so a **photoflash** is the light that flashes when taking a photograph. Combine **photo** with the root **meter**, which means "to measure," and you get a **photometer**. What do you think that is? A tool for measuring light, of course.

Greek and Latin roots are also combined with prefixes. For example, the Greek root **scrib** means "to write," while the Latin prefix **trans-** means "across." The word **transcribe** means to copy words from one place to another. Combine **trans-** with the Latin root **port**, meaning "to carry," and you get **transport**. The meaning is obvious—"to carry across from one place to another." A fun science-fiction word combines **port** with **tele**, meaning "distance." **Teleport** means to travel across the great distance of space instantly.



1. How can it be helpful to know the meaning of different Greek and Latin roots?

**You can figure out the meaning of words that use those roots.**

2. What word in the text is the name for a tool that measures light? Circle any Greek roots in the word.

**photometer**

3. Why is it obvious that **transport** means to carry across from one place to another?

**Trans- means "across," and port means "to carry."**

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## DAY 5

### Student Objectives

- Understand more about **Greek and Latin roots** from reading an informational text.
- Answer text-dependent comprehension questions about an informational text.

### Optional Extra Practice

Tell students that the text on page 195 is about **Greek and Latin roots** and includes some of those studied in this unit. Have students share what they've learned about using these roots. Explain that they can read the text to deepen their understanding.

Point out that this is an informational text because it provides facts about a language arts topic. Tell students to read the text and answer the comprehension questions.

### Emerging

Use **On-Level** sentences 1–10 and the following five sentences:

1. You did fine work on your **report**.
2. You need a **photo** for your school ID.
3. My desk is a **meter** wide.
4. Would you like to have been a **scribe** for a pharaoh?
5. Our **graph** shows how many people ate lunch at school each day last month.

### Challenge

Use **On-Level** sentences 11–20 and the following eleven sentences:

1. Let's take your **telescope** up to the roof deck tonight.
2. The moving van will **transport** our furniture to Dallas.
3. The spelling test is by **dictation**.

4. Your **speedometer** is not working correctly.
5. My mother created a **photo-essay** about the festival.
6. I enjoy reading about words in a **dictionary**.
7. What is your **prediction** for the game?
8. I'm glad our television is **portable** so we can take it outside.
9. The **photography** course will help me take better photographs.
10. Did you watch the program about the police **inspector**?
11. The **telephone** was an important nineteenth-century invention.



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# SPELLING CONNECTIONS

A Word Study Approach

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