

Words With Common Roots (*aster/astro, stel/stell,* *mar/mari, mig/migr*)

Materials Needed

- Student Workbook, pp. 100–101

Vocabulary Words

aquamarine
aster
asterisk
astronaut
astronomer
astronomical
astronomy
constellation
emigrate
immigrate
marina
maritime
migrate
stellar
submarine

Be a Word Architect

Getting Started



Mystery Word of the Week Clue 1

Animals that live in the sea are _____ animals. Whales, swordfish, and jellyfish are all animals of the sea.

- See page 14 for routines for using the Mystery Word of the Week Clue. The Mystery Word of the Week is *marine*.

Model/Teach

- Ask students to turn to page 100 in their workbooks.
- Tell them to look at the Word Learning Tip. Explain that many long words are built by adding word parts together.
- Write the root *aster/astro* on the board. Explain that in this lesson, when a root is written with a slash mark, it indicates that there are two different spellings for the root.
- Tell students that when they come upon a long word they don't know, they can look to see if it contains a root they *do* know. Then they can use their knowledge of the meaning of the root and of other word parts to determine what the entire word means.
- Have students read the Vocabulary Building Strategy. Explain that a root is the main word part. It carries the main part of a word's meaning. By adding the meaning of the prefix, root, and suffix together they can have a clue to the meaning of the entire word.
- Ask students to look at the boxed information containing the meaning of the roots. Explain that these roots always have these meanings, no matter what other word parts are added to them.
- Use the **Think Aloud** on page 113 to model how to do the activity on page 101 in the students' workbook.

- Have students complete the rest of the activity on their own. Point out that some words are made up of two roots (*astronaut*, *aquamarine*) and others have prefixes or suffixes or both. Also point out that although *aster* is a root, it is also a complete word that names a flower that looks like a star.
- Invite students to share their responses and explain their thinking.
- Ask students to try to think about the meaning of each word. Have them put the meaning of the word parts together to understand the meaning of each unfamiliar word. Explain that they should think creatively as they do this. Some words will be easy to understand, such as *stellar*. Some will be harder, such as *aquamarine*. Then provide and discuss the meaning of each word. The purpose is to encourage the students to use the Word Learning Tip and Vocabulary Building Strategy to determine word meanings. This will build word consciousness.
- Allow time for groups to use flashcards to reinforce roots and meaning.

English Language Learners

- Latin and Greek roots may be familiar to speakers of Romance and other languages. Ask these students to compile lists of words in their native languages using the roots in this lesson along with their definitions. Students may present their word lists to the class and participate in a discussion of the similarities—across languages—in roots and the words formed from them.

Independent Activity

- ★ **Find New Words** Students can look in newspapers and magazines for other words with the same roots. Have them use dictionaries to check their discoveries. Remind them that there are sometimes slight changes in the spelling of the roots when suffixes are added. They can write these new words in their personal word journals.

Think Aloud

I want to model for you the thinking that I do to complete this activity. Look at the first word with me: *aquamarine*. I see the root *mari* in this word, so I write it on the branch of the tree labeled **mar/mari** and I circle the letters *mari*. I know that all the words that I put on this branch of the tree will tell me something about the sea or ships.

Answer Key

stel/ stell
 constellation
 stellar

mig/migr
 migrate
 emigrate
 immigrate

aster/astro
 astronaut
 astronomer
 astronomical
 astronomy
 aster
 asterisk

mar/mari-
 aquamarine
 marina
 maritime
 submarine

See page 212 for definitions.

Words With Common Roots (*aster/astro, stel/stell, mar/mari, mig/migr*)

Connect Words and Meanings

Materials Needed

- Student Workbook, pp. 102–103

Think Aloud

Read the first definition with me:
constellation: “a group of stars that form a pattern in the sky.” Before I answer the question, I’m going to think about the word and its definition. I see the root *stell* in *constellation*, so this word will have *stars* in its meaning. When I look at the night sky, sometimes I see patterns in the stars. The definition tells me that stars that form patterns are called *constellations*. So, in a constellation, the stars seem to work together to form something. I know there is a constellation called Orion’s Belt that forms a picture of a belt. Now I’m going to put the definition together with my thoughts to answer the question: “The Big Dipper is a **constellation** of seven stars that form a bowl with a handle. How can this constellation that points to the North Star help sailors navigate?” Here’s my answer: “When they see this constellation, sailors can locate north and tell in which direction they are going.” Notice that I used the vocabulary word in my answer.

Answer Key

Students’ responses will vary.
 See page 219 for sample sentences.

Getting Started



Mystery Word of the Week Clue 2

A soldier who is trained to fight on land and on sea is called a _____.



Review and Share Create a word wall by having students write each of the vocabulary words (with the root underlined) on an index card and paste it on the wall. Have groups of students evaluate the **words others found** for the activity on page 100. Then they can agree on a selection of new words to add to the word wall.

Model/Teach

- Have students turn to page 102 in their workbooks.
- Review the list of roots and their meanings on page 100 in their workbooks.
- Before students start the activity, do the **Think Aloud**.
- Now have students complete the rest of the items on their own and then share their responses.

English Language Learners

- If possible, make a tape of the correct pronunciation for *constellation*, *astronomy*, *astronomer*, *marina*, *submarine*, *migrate*. Have students in small groups clap out the syllables and stamp their feet to show which syllable gets the primary stress.

Independent Activity



Write Sentences To help students get ideas, suggest they pick a theme for their sentences, such as a trip to the stars or moving to the United States from a foreign country. Ask them to underline the vocabulary words in their sentences.

Materials Needed

- Student Workbook, p. 104
- Transparency 1

Learn Words in Context

Getting Started

Mystery Word of the Week Clue 3

Many plants live in the ocean. Seaweed is one kind of _____ plant.



- ★ **Review and Share** Invite volunteers to read the **sentences** they wrote for the activity on page 103. Tell them to leave out the vocabulary word when they read each sentence and ask their classmates to figure it out from the context. If the class fails to identify the word, the students should revise the sentence until the word can be identified.

Model/Teach

- Have students turn to page 104 in their workbooks.
- Tell them you are going to read aloud a passage that includes the vocabulary words. Ask them to follow along silently.
- Before you read the story a second time, do the **Think Aloud**.
- Place the transparency on the overhead projector. Tell students that as you read the story this time, you will stop at a boldface word with one of these roots. Students should use the Word Learning Tip and Vocabulary Building Strategy to tell you the meaning of each word. They should also explain the thinking they did to determine the meaning. Write their responses on the transparency.
- After you finish reading, review the words and their meanings.

Independent Activities

- ★ **Write a Letter** Ask students to consider what they would like to know about the work of an astronaut, a naval officer, or an astronomer. Have them write a letter to someone with one of these jobs, and ask some of their questions. They should use at least three vocabulary words in their letters.
- **Bring the Dreams to Life** Encourage students to discuss the career choices that Luis dreams about in the passage, then write about what dream they want to pursue.

Think Aloud

I want to show you how I think when I come to a word in my reading that I don't know or am not sure of. Listen closely while I read the first two sentences of "Daydreaming": "It was September. The white and purple asters were in bloom." I am not sure what *asters* are. I know the root *aster* means "star or starlike." I know the sentence said asters bloom. I know plants bloom. I think about what kind of plant could bloom, be white and purple, and look like a star. Flowers could do that. This leads me to think that an *aster* is a flower that looks like a star.

Answer Key

See pages 212–213 for definitions.

14 Words With Common Roots (aster/astro, stel/stell, mar/mari, mig/migr)

Materials Needed

- Student Workbook, p. 105

Think Aloud

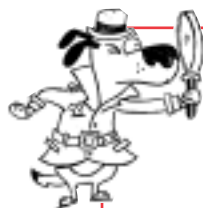
Let's read the first item: "Viktor decided to leave his own country because he could not find a job." I look at the underlined words. Which vocabulary word could replace leave his own country? I know that the root *mig/migr* means "to move." There are three vocabulary words with this root: *migrate*, *emigrate*, and *immigrate*. *Migrate* means "to move from place to place." It is a possible answer, but I'll consider the other choices. The other words have prefixes. The prefix *e-* or *ex-* means "out of or away from." Therefore, *emigrate* means "to move out of or away from a place." This is similar in meaning to "leave his own country." In *immigrate*, the prefix *im-*, a variation of *in-*, means "to move to or into." So, *immigrate* does not fit because Viktor wants to go away from his country. *Emigrate* is the best choice. I write it in the blank.

Answer Key

- | | |
|--------------|-------------------|
| 1. emigrate | 6. astronomer |
| 2. marina | 7. constellations |
| 3. stellar | 8. aster |
| 4. immigrate | 9. aquamarine |
| 5. astronomy | 10. submarine |

Use Words in Context

Getting Started



Mystery Word of the Week Clue 4

Donna likes to paint pictures of the ocean. She calls them _____ paintings because they show the beauty of the sea.

- ★ **Review and Share** Encourage students to share the **letters** they wrote for the activity on page 115 in the teacher's edition. Discuss with students how they could do research in the library or online to find answers to their career questions.

Model/Teach

- Have students turn to page 105 in their workbooks.
- Before students start the activity, do the **Think Aloud**.
- After you have modeled how to do the first item, have students complete the rest on their own. Then ask them to share their responses and their thinking.

Independent Activities

- ★ **Make a Poster** To help students get ideas for their immigration posters, suggest they discuss what they like about living in the United States. For example, they may want to draw or find a picture of a public park with kids playing or of a public library with banks of computers.
- **Talk About the Stars** Have students form small discussion groups. You might write these questions on the board: What are the names of some constellations? What do these groups of stars look like? How do scientists learn about the stars and space? What tools do astronomers use in their study? What have we learned about space from astronauts? What else would you like to know about space travel?

Review and Extend

Materials Needed

- Student Workbook, p. 106
- Sequence Chart Graphic Organizer, 228

Getting Started



Mystery Word of the Week Clue 5

Uncle Paul fixes the engine on a big ship.
He is a _____ engineer.

- ★ **Review and Share** Have students display the **posters** they made for the activity on page 105 on the classroom walls or bulletin board. Ask the class to discuss how the various posters tried to convince people to immigrate to the United States.

Model/Teach

- Have students turn to page 106 in their workbooks. Ask a volunteer to read the new words aloud.
- Before starting the activity, do the **Think Aloud**.
- Instruct students to complete the rest of the activity on their own and then share their responses.

Individual Activities for All Learners

- ★ **Write a Space Adventure** Distribute copies of the sequence chart. Suggest that students fill it out before they start writing. After they have finished writing, give students time to share their stories and the new words they created.
- **Coin New Words** Have you ever eaten “spaghetti marinara”? This is a tasty dish made with pasta, tomatoes, onions, garlic, and spices. The word *marinara* comes from an Italian word that means “in sailor style,” or the way sailors like it. Create a new dish for a sailor or for an astronaut. Name it by coining a new word based on one of the roots in this lesson. Then write a paragraph telling how the dish is made.

Think Aloud

Let's do the first item together so that I can show you my thinking. The word *asteroid* has the root *aster* in it, so I know that the word has something to do with stars. The definition tells me that an asteroid is a very small planet that travels around the sun. Now I read the question: “How could an **astronomer** study an **asteroid**?” I remember that an astronomer is a scientist who studies space or the stars. Now I am going to write my answer using both the words *astronomer* and *asteroid*. “An astronomer would use a telescope to study an asteroid.”

Answer Key

Mystery Word of the Week: marine
(Accept any other nouns that fit the context.)

Students' responses will vary.
See page 220 for sample sentences.

Words With Common Roots (*aster/astro, stel/stell, mar/mari, mig/migr*)

Materials Needed

- Student Workbook, p. 107
- Transparency 1

Student Self-Assessment

Journal Writing Ask students to think about the advantages and disadvantages of doing an activity alone, with a partner, and with a group. Do they prefer doing certain kinds of activities alone, with a partner, or group? Which way do they think is best for learning words with roots? Encourage them to discuss various learning strategies.

Answer Key

Students' responses for items 1–5 may vary. Accept all reasonable answers.

1. stars, planets, and outer space
2. boats, motorboats, and sailboats
3. blues and greens
4. medal
5. a pattern
6. B
7. C
8. B
9. A
10. C

Check Your Mastery

Give the Test

- Have students open their workbooks to page 107.
- Tell them that the test has two parts.
- Model how to complete the first part of the test by writing this sentence on the board and reading it aloud:

An **aster** is a flower in the shape of a(n) _____.

- Have students complete the sentence orally. Remind them to consider the root in the word in boldface type when choosing their answer.
- Model how to complete the second part of the test by writing the following on the board:

The planetarium had exhibits with a having to do with star groups and patterns theme.

A. aquamarine **B.** maritime **C.** constellation

- Ask students to use their knowledge of roots and other word parts to choose the word that best answers the question.
- Tell students to reread all the test items and check their answers.
- Review Check Your Mastery orally with the students.
- Tally students' correct responses.