

Latin Base: port

To carry; gate or entryway

Card Pack #4

Key Words:

transport
transportation
airport

Picture Idea:



Notes

- The Latin base *port* has two meanings: (1) to carry; (2) gate or entryway.
- *Port* comes from the Latin root *portare* (to carry) or *portus* (a gate or entryway).
- Teach common affixes prior to teaching Latin.



Three-Part Drill

Materials Needed:

review cards, dry-erase board and marker, prepared multisyllabic words with known morphemes

Do this at least 3x per week with known or previously taught morphemes.

1. Visual:

- a. (T) Shows morpheme card(s).
- b. (S) Spell (or state) the morpheme(s) and the meaning(s).

2. Auditory/Kinesthetic:

- a. (T) States the meaning(s) of the morpheme(s).
- b. (S) Write the correct morpheme(s) and state the meaning(s).

3. Morphemic Analysis:

- a. (T) Presents students with word(s) containing known morphemes.
- b. (S) Write word sum(s) and state the meaning of the word(s) based on the morphemes.

Optional: Morpheme Manipulation

- a. (T) States a word.
(S) Write (or state) the word.
- b. (T) Asks students to change or add a morpheme.
(S) Write (or state) the new word.

Sample Script:

1. Visual:

- a. (T) Flashes morpheme card(s) one at a time, randomly.
- b. (S) State: rupt means to burst or break.

2. Auditory/Kinesthetic:

- a. (T) States: This Latin base means to burst or break.
- b. (S) Write: rupt on dry-erase board or paper.
- c. (S) State: rupt means to burst or break.

3. Morphemic Analysis:

- a. (T) Presents word(s) with known morphemes (e.g., *rupture*, *eruption*).
- b. (S) Create word sum(s) (e.g., rupt+ure → *rupture*, e+rupt+ion → *eruption*).
- c. (S) State: r-u-p-t plus u-r-e is rewritten as r-u-p-t-u-r-e, *rupture*; e plus r-u-p-t plus i-o-n is rewritten as e-r-u-p-t-i-o-n, *eruption*. *Rupture* means the state of being burst or broken; *eruption* means the act of bursting out.

NOTE: If students know which graphemes are units that make one phoneme (digraphs, trigraphs, vowel teams, diphthongs, etc.), have them spell those letters without a break between them (s-t-i-tch plus ed is rewritten as s-t-i-tch-ed, *stitched*).

Morpheme Manipulation*

1. (T) Say *teach*.
2. (S) *teach*
3. (T) Add /ing/ to *teach*.
4. (S) *teaching*
5. (T) Change /ing/ in *teaching* to /able/.
6. (S) *teachable*
7. (T) Add the prefix /un/ to *teachable*.
8. (S) *unteachable*

*Teachers can also have the students write each word.



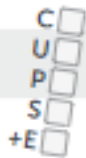
Teaching a New Concept

Materials Needed:

concept card, object or picture, colored index card(s), dry-erase board and marker, student passage, Morpheme Chart

Follow the steps on the Purple Flip Chart. Introduce on Monday, and practice daily.

1. (T) Shows the new concept card(s).
 - a. (T) Tells students the morpheme(s) and meaning(s) of the morpheme(s).
 - b. (T) Tells students the language of origin.



Sentence Dictation

Practice daily.

1. The company focused on importing and exporting goods.
2. The airport closed down due to poor weather conditions.
3. I needed a passport to go into Canada.
4. Do you take public transportation to school?
5. It's important that you understand my question.
6. This is an opportune time to focus on your health.
7. Please show me your portfolio at the interview.
8. The mom supported her child's choice to go into the military.
9. We had a portable and wireless speaker.
10. The reporter gave misinformation.



Passage

Practice daily.

Port Authority

The private boating company seemed to be the best way to import and export products. There was a carport at the dock area that belonged to the owner of the boat. His office in the carport had a portal-like door that was located in the back of the building.

According to the border patrol reports, the seaport had six workers who were deported. In order to continue as the main importer, all of the employees that worked on the boat would be required to have passports.

There was a local reporter who had misreported the facts, which led to the investigation by the port authority. The owner realized that now was an opportune and important time to ensure that all employees had passports and that their personal information had been reported properly.

In order to gain more business opportunities, the group had to be opportunistic. More importantly, in order to transport more and more goods, there could be no more misreported facts turned in to the transportation authorities.



Fluency

- Fill Rapid Word Charts with words containing the week's morpheme(s).
- Use the passage or another passage on the students' independent level for repeated reading throughout the week. Here are some tips to remember:
 - Plan to have students reread the passage at least 5 times throughout the week.
 - Set a goal for students to increase the number of words read correctly by 10% by the end of the week.

- Model the passage by reading it to students.
- Give corrective feedback to students so they are aware of errors and how to fix them.
- Students can practice with a partner who is fluent (such as the teacher, a parent, or a peer).
- Incorporate reader's theater.
- Use Acadience Reading K-6 or DIBELS 8th Edition to progress monitor.



Vocabulary

- Select 3-5 Tier II vocabulary words for the week. Vocabulary words may contain the week's morpheme(s) or come from the IMSE passage or another text (e.g., literature, textbooks, newspaper).
- Sample script to teach vocabulary words:

- (T) States the word (e.g., *envious*).
 - (S) Repeat the word (e.g., *envious*).
 - (T) Asks: How many syllables are in this word?
 - (S) Answer: (e.g., *three*)
 - (T) Tells students how many morphemes are in the word (e.g., there are two morphemes in this word [envy+ous]).
 - (T) Tells students about the part of speech and any spelling considerations (e.g., because envy has the suffix -ous, it is an adjective; the "y" in envy changes to an "i" when I add the suffix -ous).
 - (T) Asks: What's the word?
 - (S) Answer: (e.g., *envious*)
 - (T) Tells students the meaning of the word in student-friendly terms (e.g., *envious* means you feel jealous of someone or want what someone else has).
 - (T) Shows a picture.
 - (T) Gives examples and non-examples.
 - (T) Gives synonyms for the word.
 - (T) Checks for understanding. Use examples and non-examples.
 - How are *envious* and *jealous* the same?
 - If someone's sister got a brand-new bike for no reason, could that person be *envious*?
 - If you got to go on a trip to Disney, would you feel *envious*?
 - When have you been *envious* of someone?
 - Finish this sentence: I was *envious* when...
- Use various charts, activities, and strategies to teach and review words each day.
- Create word sums with the chosen vocabulary words. Then discuss the meanings of the words using each morpheme.