Teacher's Guide

Know Your Words

- ★ Morphology
- ★ Syllabication
- ★ Latin & Greek Roots
- ★ Making Meaning From Context
- ★ Sound-Spelling Patterns Review
- ★ Comprehension Strategies
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- ★ Language Conventions
- ★ Writing (text forms, text structures, traits, process)
- ★ Oral Language
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SCHOLASTIC

Word Origins: Greek Roots *auto, bio, chrono*

Roots

auto: self
bio: life
chrono: time

Sound-Spelling Pattern
/aw/
In the Text: o, aw, au
Other Patterns: oa, al, ough, augh, awe

Form: Book Review

Content Words

illustrator
chronological
legacy
automatically
reserved
chronicle
racism
autobiography

Printables

- Teacher Word Lists: Greek Roots *auto, bio, chrono*
- Prefixes List
- Suffixes List
- Fluent Reading: Scooping Words
- Student Word Lists: Greek Roots *auto, bio, chrono*

Mini-Lessons

- Co-ordinating Conjunctions
- Subordinating Conjunctions

Introduce the Greek Roots
Greek Root *auto*—self or by oneself

1. You may wish to re-read p. 45 of the student book to review what students already know about Greek roots. Display the Greek root *auto*. Say the root and tell students that the Greek root *auto* means "self" or "by oneself." Remind students that a Greek root is not usually a word on its own but needs a prefix, a suffix, another root, or another word.

2. Display and read the following sentence: *I was so excited to get my favourite hockey player's* <u>autograph</u> *on my jersey.* Point to the word *autograph*. Say: *If I don't know what the word* autograph *means, I can use what I know about the Greek root* auto *to help me figure it out.* **Model:** *I don't see any prefixes or suffixes in this word, but I do see two roots that I know:* auto, *meaning "self" or "by oneself," and* graph, *meaning "writing."*

   auto (self or by oneself) + **graph** (writing) = writing about oneself

   Say: *When I read the sentence again, I think that* autograph *means to write something about yourself on a jersey—so it probably means the hockey player writes her name on the jersey.* Invite students to share any experiences they have had getting an autograph.

3. Display and read another sentence using the root *auto*: *The* <u>automobile</u> *replaced the horse and wagon as the main method of transportation.* Demonstrate to students how they can use their knowledge of roots and other words to figure out the meaning of *automobile*. Say: *I do not see any prefixes or suffixes. I know that* auto *means "self" or "by oneself" and I know that* mobile *has something to do with moving or moving easily.*

   auto (self) + **mobile** (moving) = something that is self-moving

   Say: *When I read the sentence again, it says that the automobile replaced the horse and wagon, so an automobile must be a self-moving vehicle that doesn't require a horse to pull it.*

   You may wish to point out that the word *car*, which is more commonly used than *automobile*, comes from a Celtic word meaning "cart" or "wagon."

4. With students, generate some words with the root *auto*, e.g., *automatic, autobiography, autopilot, automotive*. Alternatively, select some words from the Teacher Word Lists. Record each word and ask students to explain how they can use their knowledge of roots, prefixes, and suffixes to identify the meaning of each word, e.g., *autopilot*.

   auto (self or by oneself) + **pilot** (someone who flies a plane) = a plane that is in self-flying mode

   Point out to students that *autopilot* can also be used in a figurative way. Ask: *What does it mean when we say that we do something "on autopilot"?* (We do it without thinking.)

You may wish to provide students with the Prefixes List and Suffixes List printables for the meanings of a variety of prefixes and suffixes.

5. Add the Greek root *auto* and some sample words to the Word Wall. Ask: *What symbol could we use to help us remember what the root* auto *means?* (a stick figure of a person)

6. Ask: *What did you notice about words with the word root* auto? (*Auto* usually occurs at the beginning of words.)

Greek Root *bio*—life

1. Display and say the Greek root *bio*. Say: *The Greek root* bio *means "life."*

2. Display and read the following sentence: *I read a biography about the Olympic runner Tom Longboat.* Say: *If I don't know what* biography *means, I can use what I know about Greek roots to help me figure it out.* **Model:** *I don't see any prefixes or suffixes in this word, but I do see two roots that I know:* bio *and* graph. *I think that* biography *means a book written about the life of Tom Longboat.*

   bio (life) + **graph** (writing) + **y** = writing about a person's life

3. Repeat Step 2 to model the meaning of the word *biologist* in the following sentence: *I want to be a biologist because I love plants and animals.*

   bio (life) + **log** + **ist** (suffix indicating an occupation) = a person whose job has to do with living things

4. Generate and record words with the Greek root *bio*, e.g., *biome, biopic, biofuel, biodiversity.* Ask students to explain how they can use their knowledge of word parts to identify the meaning of each word, e.g., *biofuel.*

   bio (life) + **fuel** (something used for heating or to make something run) = a fuel made from living things

   Tell students that biofuels are made from plants, algae, or animal waste rather than fossil fuels.

5. Add the Greek root *bio* and some sample words to the Word Wall. Ask: *What symbol could we use to help us remember what the root* bio *means?* (a plant or an animal)

6. Ask: *How does knowing the Greek root* bio *help you to make meaning even if you cannot figure out the whole word?* (If I see *bio* in a word, I know that it has something to do with living things.)

Greek Root *chrono*—time

1. Display the Greek root *chrono*. Say the root and tell students that the Greek root *chrono* means "time."

2. Display and read the following sentence: *The biography of Tom Longboat was written in chronological order.* Say: *If I don't know what* chronological *means, I can use what I know about the Greek root* chrono *and other word parts to help me figure it out.* **Model:** *I know the root* chrono *and I know the suffix* -al *meaning "pertaining to." I don't know the meaning of the word part* logic *but I think* logic *might mean "something that makes sense or is in order." When I read the sentence again, I think that* chronological *means the book was written in order of time.*

   chrono (time) + **logic** (in order) + **al** (pertaining to) = pertaining to order of time

3. Repeat Step 2 to model the meaning of the word *synchronized* in the following sentence: *The Olympic swim team practised keeping each move synchronized.*

   sync (in agreement or together) + **chrono** (time) + **ized** (pertaining to) = performed together at the same time

4. Generate and record words with the Greek root *chrono*, e.g., *chronicle, chronic, chronology.* Ask students to explain how they can use their knowledge of word parts to identify the meaning of each word, e.g., *chronology.*

   chrono (time) + **logy** (study of) = the study of time or the order of events in time

5. Add the Greek root *chrono* and some sample words to the Word Wall. Ask: *What symbol could we use to help us remember what the root* chrono *means?* (a clock or a calendar)

6. Ask: *Where might you use some of the words you learned that are related to* chrono? (Instead of saying *in order*, I could say *chronological*; I could use *chronic* to describe a character, e.g., a chronic liar.)
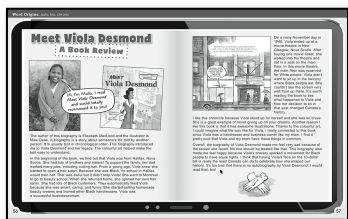
Meet Viola Desmond: A Book Review

pp. 56–57

Background Information: In 1946, Viola Desmond was arrested for sitting in a section of a movie theatre that was reserved for White people. She was put in jail overnight and fined. Viola made an appeal to the Supreme Court of Nova Scotia that, although unsuccessful at the time, eventually brought national attention to the discrimination experienced by Black Canadians. In 2010, the government of Nova Scotia issued an apology and a pardon for Viola's conviction. In 2016, Viola Desmond became the image on the Canadian 10-dollar bill.

Pronunciation Key: Malia: MAH-LEE-uh

BEFORE READING

▸ Read the title of the selection and ask students to share what they already know about Viola Desmond. You may wish to share more background information about Viola Desmond after students read the selection.

▸ Ask: *What type of text is this?* (a book review) *Why might someone write a book review?* (to persuade others to read a book, to evaluate a book, to share their opinion about a book, to summarize a book) Say: *Let's read to find out what this student, Malia, thinks about the book* Meet Viola Desmond.

DURING READING

▸ Students read the text independently or in a small, teacher-facilitated group. You may wish to have students whisper-read while you listen in, or have one student in the group read quietly aloud to you.

▸ Provide feedback if students have difficulty understanding the meaning of a word, e.g., *autobiography*. Say: *Look at the word to see if it has a suffix, a prefix, or a Greek or Latin root.* Remind students that *auto* means "self," *bio* means "life," and *graphy* relates to something that is written. Say: *If we put the meaning of* auto, bio, *and* graphy *together, what does* autobiography *mean?* (something that someone wrote about their own life)

AFTER READING

Build Comprehension

1. Ask: *What do you think makes a good book review?* (includes personal reactions to the book, provides the reader's opinions and insights, provides some information without telling everything, includes both positive and negative aspects of the book) **[Build Background Knowledge, Make Inferences]**

2. Say: *Malia feels connected to the book because her mom is a hairdresser and a business owner like Viola Desmond. What connections can you find to the book review? How did making connections help you to better understand the text?* (makes the text more personal, makes me think more deeply about what I am reading) **[Make Connections, Reflect]**

3. Say: *Malia says that she felt very sad because of the racism that Viola faced. What does* racism *mean?* (unfair and discriminatory treatment of people because of their skin colour or where they come from) *How would you feel if you were treated like Viola was treated?* (angry, sad, disappointed, offended, determined) **[Develop Vocabulary]**

4. Ask: *Why is it important to put yourself in another person's place when you are interacting with them?* (so I can be reminded of how I would like to be treated; to ensure I am being kind and fair) **[Form an Opinion, Synthesize]**

5. Ask: *Why do you think Malia said: "I think that having Viola's face on the 10-dollar bill is really the least Canada can do to celebrate how she shaped our history?"* (Viola suffered due to racism her whole life and she died before her name was cleared; it's an important way to acknowledge Viola for a lifetime of standing up to racism; Viola did not get to see the changes for equal rights that she brought about in Canadian laws in her lifetime, but the banknote will remind people of her courage forever.) **[Make Inferences]**

6. Ask: *Based on Malia's book review, would you want to read* Meet Viola Desmond? *What made you decide that?* **[Synthesize, Evaluate]**

Build Fluency

Greek Roots

▶ Ask students to work with a partner to find and record words from the text that have the roots *auto, bio,* and *chrono.* Have students identify the root and prefix and/or suffix. Have students determine the meaning of each word.

▶ Have students record the words with the roots *auto, bio,* and *chrono* in their *Know My Words Notebooks.*

▶ Ask: *What strategies, other than using Greek or Latin roots, can help determine meaning of words?* (Use context clues; think of other words that are similar.)

Read for Fluency

▶ Display this sentence: *A biography is a story about someone's life told by another person.* Read the sentence word by word, without expression. Ask: *How did my reading sound?* (hard to follow, robotic) Say: *Fluent readers sound like they are speaking when they read. They group words together and use expression.*

A biography is a story about someone's life told by another person.

▶ Draw "scooping" lines underneath the sentence as shown. Tell students you are going to "scoop" groups of words together and read the sentence again. Ask: *How do we know which words to scoop together?* Explain that everything in the subject goes together. Everything in the verb goes together, including the object. Words that make up phrases go together. These are generalizations only because there are no hard and fast rules. Ask: *How did it sound when I grouped words together and put a small pause between the "scoops"?* (smoother, easier to follow) Have students choral-read the sentence with you.

▶ Display the following sentence and have students suggest how they could scoop the words to make for fluent reading: *She/is a great example/of never giving up/on your dreams.* Have students read the sentence together. For further practice, use the Fluent Reading: Scooping Words printable.

▶ Using the Student Word Lists printable, students can work in pairs and take turns speed-reading the words.

/aw/ Sound-Spelling Patterns: *au, aw, o*

▶ Display these words from the text: *automatically, author, awful, biography, chronicle.* Read each word, pointing to each letter and stretching out the sounds, e.g., /b/ /ī/ /aw/ /g/ /r/ /a/ /f/ /ē/. Ask: Which letter or letters represent the /aw/ sound? Underline the spelling patterns *au, o,* and *aw.*

▶ Tell students that the most common spelling patterns for the /aw/ sound are *o* (41%) and *aw* (10%). Less common ways to represent the /aw/ sound are *oa* as in *broad; al* as in *talk; ough* as in *thought; augh* as in *daughter;* and *awe* as in *awesome.* (See Sound-Spelling Pattern Word Lists on the Teacher Companion Website.)

Guided Spelling

▶ Select words from the Teacher Word Lists. Include words with prefixes, suffixes, and two roots. Say each word, repeat it in a sentence, and then have students write the word. Display the words and have students self-correct. They should identify specific parts of the word that were incorrect as a focus for further practice.

Word Study

Suffixes to Indicate Jobs or Occupations

▶ Display the words *illustrator, author,* and *hairdresser.* Ask: *What do these words have in common?* (They are all nouns for jobs or occupations.) Tell students that the suffixes *-er* and *-or* often indicate nouns for jobs or occupations.

▶ Display a chart like this one:

-or	-er		

▶ Have students brainstorm other occupations that end in *-or* and *-er* and sort the occupations based on suffix. (teacher, painter, sculptor, actor) Add other occupations that might be less familiar to students. (supervisor, bookkeeper, treasurer, tutor)

▶ Say: *Name an occupation that does not end in* -er *or* -or. (dentist, artist, musician, librarian) Tell students that *-ist* and *-ian* are also suffixes that indicate jobs or occupations. Add these suffixes to the chart and have students add other nouns, providing assistance as necessary. (cellist, physician, pharmacist, linguist)

Practise and Apply

Language Conventions

Complex Sentences

▶ Display this sentence: *I floss my teeth every day.* Ask: *What makes this a simple sentence?* (It has a subject and a predicate and it expresses a complete thought.)

▶ Display this sentence: *I floss my teeth every day and I brush my teeth twice a day.* Ask: *What makes this a compound sentence?* (There are two complete sentences joined by a co-ordinating conjunction.) Review the co-ordinating conjunctions *for, and, nor, but, or, yet, so* using the acronym *FANBOYS*. Remind students that each part of a compound sentence is called an *independent* clause. (See Co-ordinating Conjunctions Mini-Lesson.)

▶ Display this sentence: *I like to swim when the weather is warm.* Underline *I like to swim.* Ask: *Does this part of the sentence make sense on its own?* (Yes.) Underline *when the weather is warm.* Ask: *Does this part of the sentence make sense on its own?* (No.) Explain that this is a complex sentence because it has two ideas that are connected; one part of the sentence can stand on its own (*I like to swim*) and the other part cannot (*when it is warm*). Remind students that the part of the sentence that cannot stand on its own is called a *dependent clause.*

▶ Ask: *What conjunction joins the two clauses?* (*when*) In a complex sentence, the conjunction is called a subordinating conjunction. Identify other examples of subordinating conjunctions: *although, because, even though, if, since, while, until, before, after.* Create an anchor chart that includes a definition of a complex sentence, a sample sentence, and examples of subordinating conjunctions.

▶ Have students locate examples of complex sentences in "Meet Viola Desmond: A Book Review," e.g., *Because she was Black, no school in Halifax would train her. I really connected to this book since Viola was a hairdresser and business owner like my mom.* (See Subordinating Conjunctions Mini-Lesson.)

Writing

Traits: Voice

Introduce

▶ Ask: *What is voice in writing?* (It is like the personality of the writer; it is what brings life to writing; you can almost hear the author speaking.) *What are some words that might describe different kinds of voice?* (*humorous, thoughtful, sarcastic*)

▶ Ask: *How do writers achieve voice in their writing?* Record students' responses. (They think about their purpose and audience; choose an appropriate form and structure to fit their purpose and audience; identify the tone they want to convey; choose words and sentence structures that match their purpose and audience; are knowledgeable about their topic; state their opinion or perspective.)

Practise

▶ Ask: *What words would you use to describe Malia's voice in her book review?* (*friendly, enthusiastic, confident, persuasive, knowledgeable*) *What are some things she did in her writing to make you aware of her voice?* (made personal connections between her mother and Viola; had strong opinions about racism; used vocabulary that sounded like she was talking to the reader)

Apply

▶ Ask students to select a book that they would like to persuade their classmates to read. Say: *Think about your audience. What strategies can you use to make your readers hear your voice?* (Be knowledgeable about my chosen book; express a strong opinion; show my enthusiasm by giving persuasive reasons for reading the book; choose appropriate words and sentence structures; be honest.)

▶ Have students write their book review and share it with a partner. Partners can use feedback prompts such as: *Does my voice come through in my review? What words would you use to describe my voice? Did I persuade you to read this book? Why or why not?*

Cross-Curricular Connections

Social Studies

• Heritage and identity

Social and Emotional Learning

• Social awareness and responsibility
• Personal and cultural identity

Subordinating Conjunctions Mini-Lesson

Part 1: Introduce Subordinating Conjunctions—Complex Sentences

▶ Display and read this sentence: *I enjoy road trips.* Ask: *What kind of sentence is this?* (a simple sentence) *How do you know it is a simple sentence?* (The sentence is rather short; it only expresses one main idea; it tells you only one thing.) Say: *Recall that a simple sentence has a subject* (a noun or a pronoun) *and a verb, and it can stand on its own as a complete thought.*

▶ Review compound sentences and co-ordinating conjunctions represented by the *FANBOYS* acronym: *for, and, nor, but, or, yet,* and *so.* (See Co-ordinating Conjunctions Mini-Lesson.) Remind students that co-ordinating conjunctions combine two simple sentences into one longer sentence known as a *compound sentence.* Display and read this sentence: *I enjoy road trips, but I don't travel very often.* Ask: *What is the co-ordinating conjunction in this compound sentence?* (*but*) Review that both parts of the sentence are equal and can be a sentence by themselves: *I enjoy road trips. I don't travel very often.*

▶ Tell students they are going to learn about another kind of conjunction, one that is used to join two parts of a sentence known as a *complex sentence.* Display the term *complex sentence* and model its pronunciation. Display and read these sentences:
- *My brother was sad.*
- *My brother was sad because his friend moved away.*

Ask: *Which of these sentences do you think is a simple sentence?* (The first one.) *Yes, the first sentence is a simple sentence. It has a subject* (a noun or a pronoun) *and a verb, and it can stand on its own as a complete thought.*

▶ Tell students that the second sentence is a *complex sentence.* Ask: *Why do you think it is a complex sentence?* (It has two ideas.) *Correct. What are the two ideas that are connected in this sentence?* (My brother was sad; his friend moved away.) Underline *My brother was sad* and ask: *Does this part of the sentence make sense on its own?* (Yes.) Then underline the second part of the sentence (*because his friend moved away*). Ask: *Does this part of the sentence* make *sense on its own?* (No.) Point to the full sentence and explain that this is a complex sentence because it has two ideas that are connected; one part of the sentence can stand on its own and the other part cannot.

▶ Ask: *What word joins the two parts of this complex sentence?* (*because*) Remind students that a joining word is called a *conjunction.* In a complex sentence, the conjunction is called a *subordinating conjunction.* Display this term and model its pronunciation.

▶ Display a list of subordinating conjunctions, e.g., *when, although, because, even though, if, since, while, until, before, after, unless.*

▶ Create an anchor chart of complex sentences, e.g., *Even though I was tired, I got up early to have a shower. She twisted her ankle because she slipped on the wet leaves. I answered to my name when the teacher called it.* Point out that a subordinating conjunction can occur at the beginning of a sentence as well as inside a sentence.

Practise

▶ Display two simple sentences, e.g.*, I overslept. I didn't hear my alarm.* Ask students to use a subordinating conjunction to combine the two sentences to create a complex sentence. (*I overslept because I didn't hear my alarm*.) Ask students how they know whether this is a complex sentence or a compound sentence. Repeat for other subordinating conjunctions.

Apply

▶ For further practice, have students use the printable Identify the Subordinating Conjunctions.

Part 2: Introduce Subordinating Conjunctions—Dependent Clauses

▶ Briefly review simple and complex sentences. Then display the following complex sentence:
- *The runner managed to finish the marathon, after she got off to a slow start.*

▶ Point out that the subordinating conjunction *after* joins two parts of a complex sentence: one part of the sentence can stand on its own and the other part cannot. Each part of the sentence is called a *clause*. Say: *The part of the sentence that can stand on its own—The runner managed to finish the marathon—is called an* independent clause. *What does* independent *mean?* (on its own; by itself) *The second part of the sentence is called a* dependent clause. *What does* dependent *mean?* (It needs someone or something else to help.) Say: *The second clause—after she got off to a slow start—is a dependent clause because it depends on or relies on the other clause to make sense.* Display the term *dependent clause* and model its pronunciation.

▶ Tell students that one of the most frequently used types of dependent clauses are *adverbial clauses.* (The word *adverbial* is related to the word *adverb*.) Remind students that adverbs are words that tell us how, when, where, how often, or how much. Ask: *What part of this sentence tells us when the runner managed to finish the marathon?* Invite a student to respond and underline *after she got off to a slow start.* Explain: *The group of words* after she got off to a slow start *is an* adverbial clause. *It tells us when the runner managed to finish the marathon. It is not a single-word adverb such as* slowly. *Rather, it is a group of words that tells us more information about what the subject of the sentence—the runner—is doing.* Display the term *adverbial clause* and model its pronunciation.

▶ Display other complex sentences such as the ones below. Have students identify and underline the dependent clause in each sentence and explain why each dependent clause is an adverbial clause. Ask:

What question does the adverbial clause answer that shows it is an adverbial clause? (why, when, how, where, how much, how often, etc.) Then have them identify the subordinating conjunction in each sentence. For example:
- *She agreed to see the show <u>even though the ticket was expensive.</u>* (even though)
- *We were hours in the dark <u>because the storm knocked out power.</u>* (because)
- *We would have tied the game <u>if I had scored on the penalty kick.</u>* (if)
- *He was embarrassed by his error <u>although he did not admit it.</u>* (although)
- *We stopped the game early <u>since it was getting dark.</u>* (since)
- *You cannot get a driver's licence <u>until you are at least 16</u>.* (until)

▶ Work with students to come up with and display these key points about dependent clauses in an anchor chart and read them aloud:
- A dependent clause expresses an incomplete thought and cannot stand on its own.
- A dependent clause always has both a subject (who or what is doing something) and a verb (an action).
- You cannot use a dependent clause as a sentence by itself.

Practise

▶ Invite pairs of students to suggest other examples of complex sentences, underline the dependent adverbial clause in each sentence, explain why it is a dependent adverbial clause, and then identify the subordinating conjunction, e.g., *I wore gloves <u>because it was a cold day</u>. We will play in the yard <u>if it stops raining.</u> They played music loudly <u>although it was late.</u>* Partners can share their sentences and their reasoning with the class.

Apply

▶ For further practice, have students use the printable Sentence Mix-and-Match.

Identify the Subordinating Conjunctions *Answers*

Work with a partner. Underline the subordinating conjunction in each sentence. Explain how you know that it is a subordinating conjunction.

1. My mom will take me to the ice cream shop <u>if</u> I finish my chores.

2. Everyone stood <u>when</u> they played "O Canada" before the game.

3. We called a plumber <u>because</u> the water pipe began to leak.

4. My dad drove us to the park <u>since</u> it was too far to walk.

5. <u>Even though</u> it was late, I stayed awake to see the northern lights.

6. Some of us played cards <u>while</u> others played board games.

7. You cannot go on some rides <u>unless</u> you're at least a certain height.

8. The baby fell asleep <u>when</u> her mother gently rocked her.

9. My friends organized a surprise party <u>since</u> it was my birthday.

10. Everyone cheered <u>when</u> they announced the contest winner.

11. We walked in the indoor mall <u>since</u> it was a rainy day.

12. I washed the dishes <u>while</u> my sister dried them.

13. My brother wants to join the choir <u>even though</u> he can't sing very well.

4

Sentence Mix-and-Match

Cut out the sentence starters and the sentence endings and mix them up. Then match each sentence starter with the correct sentence ending to form a complex sentence.

Identify the dependent clause and the subordinating conjunction in each complex sentence.

Sentence Starters	Sentence Endings
I finished the book quickly	because I stayed up to read.
She did well on the test	since she had studied very hard.
I like peas and corn	although I prefer to eat carrots.
I will pour milk on your cereal	until you tell me to stop.
We can see a full moon tonight	if the skies are clear.
The dress rehearsal can start	when everyone in the auditorium is seated.
I will wait for you at the entrance	even though you may be late.
I counted down the seconds	while my food was heating in the microwave.
The team was celebrating	since they won the championship.
We'll skate outdoors tomorrow	unless it snows before then.
Be sure to finish your chores	before you go out.
I will help you with math	after I help your sister with science.

Co-ordinating Conjunctions Mini-Lesson

Part 1: Introduce Co-ordinating Conjunctions—Compound Sentences

▶ Review what a simple sentence is. Display and read the following sentences:
  - *We want to swim./The beach is closed.*
  - *I like to play piano./I like to sing when I play.*

  Tell students that these four sentences are all *simple sentences* because they express a single idea with just one main action. You may wish to ask volunteers to suggest other simple sentences and explain why these sentences fit the definition of a simple sentence.

▶ Ask: *How might we combine the first two simple sentences into one sentence? What joining word might work best to link these two sentences together? (but)* Display and read the combined sentence: *We want to swim, but the beach is closed.* Then ask: *How might we combine the second pair of simple sentences into one sentence? What joining word might work best to link these two sentences together? (and)* Display and read the combined sentence: *I like to play piano and I like to sing when I play.*

▶ Explain that when we combine two simple sentences into one longer sentence by using a joining word such as *but* or *and*, the resulting sentence is known as a *compound sentence*. A compound sentence has two subjects and at least two verbs. Display and read the new term *compound sentence* and have students repeat it after you.

▶ Tell students that a word such as *and* or *but* that connects two sentences to make a single compound sentence is known as a *co-ordinating conjunction*. Display and read this new term and have students repeat it after you.

▶ Display and read these sentences: *I like chess and checkers. My neighbours Kesha and Aidan are twins. She called her friend and chatted for a while.* Ask: *What other things can a co-ordinating conjunction join, besides two sentences?* Guide students in identifying that the co-ordinating conjunction *and* in these sentences joins two nouns (*chess, checkers* in the first sentence), two proper nouns (*Kesha, Aidan* in the second sentence), and two verbs (*called, chatted* in the third sentence). Emphasize that a co-ordinating conjunction joins two of the same or equal things together.

▶ Display the acronym *FANBOYS* vertically, as shown below. Tell students that this acronym can help them remember some common co-ordinating conjunctions:
  For
  And
  Nor
  But
  Or
  Yet
  So

  Work with students to create an anchor chart featuring the *FANBOYS* acronym and the corresponding co-ordinating conjunctions. Include a sample compound sentence for each co-ordinating conjunction as well.

▶ You may wish to point out that co-ordinating conjunctions can be used to combine simple sentences to add further information (*and*), to establish a contrast (*but, yet, nor*), to provide a reason (*for*), to state a result (*so*), or to present a choice (*or*).

Practise

▶ Display the following compound sentences. Discuss which co-ordinating conjunction could be added and why that conjunction would be appropriate:
  - *I like math ____ I enjoy solving number puzzles.* (and)
  - *She was bored, ____ she watched the entire film anyway.* (but)
  - *We can visit the museum, ____ we can hike in the nature park.* (or)
  - *Grace did not call ____ did she send a text.* (nor)
  - *They did not stop, ____ they were running late.* (for)
  - *The bus was late, ____ he did not get to school on time.* (so)
  - *He looked everywhere, ____ Mateo could not find his missing sock.* (yet)

Apply

▶ Display the co-ordinating conjunction *and*. Have students work in pairs to create a compound sentence using *and*. Share and discuss students' sentences. Repeat with the co-ordinating conjunctions *but*, *or*, *yet*, and *so*.

Part 2: Introduce Co-ordinating Conjunctions—Independent Clauses

▶ Briefly review simple and compound sentences. Then direct students' attention to the following compound sentence again:

- *We want to swim, but the beach is closed.*

Ask students to focus on the first part of the sentence: *We want to swim.* Ask: *Is there a subject and a verb?* (Yes.) *Do the words state a complete thought without needing any other information to make sense?* (Yes.) Repeat these two questions for the second part of the sentence, *the beach is closed.*

▶ Point out that the co-ordinating conjunction *but* in this compound sentence joins two things that are equal: two complete sentences that can stand on their own. Tell students that when a group of words can stand on its own as a complete sentence that makes sense by itself, as in *We want to swim* or *The beach is closed*, then that sentence is considered an *independent clause*. Display and read this new term and have students repeat it after you.

▶ Display other compound sentences. Ask students to identify and underline the independent clauses in each sentence and to explain why each clause is an independent clause. Have them identify the co-ordinating conjunction in each sentence. For example:

- <u>I decided to bring my umbrella,</u> for <u>it may rain.</u> (for)
- <u>I was tired</u> so <u>I went to bed early.</u> (so)
- <u>He promised to study,</u> yet <u>he played online games instead.</u> (yet)
- <u>She stumbled on the stairs,</u> but <u>she did not fall.</u> (but)
- <u>Lucas likes mystery books</u> and <u>he also likes science fiction.</u> (and)

Invite volunteers to suggest other examples of compound sentences. Have them underline the independent clauses in each sentence, explain why they are independent clauses, and then identify the co-ordinating conjunction in each sentence.

▶ Work with students to display and read aloud the following key points about independent clauses in an anchor chart:

- An independent clause always expresses a complete thought.
- An independent clause always has both a subject (who or what is doing something) and a verb (an action). In an imperative sentence, the subject is implied, e.g., *Go to the tool shed and bring me a hammer.*
- You can use an independent clause as a sentence by itself.

On the anchor chart, display and read other examples of compound sentences and underline the independent clauses, e.g., <u>The dog growled,</u> but <u>it did not bark at me.</u>

Practise

▶ Display the following sentences. Have pairs of students work together to identify the independent clauses in each sentence, underline them, and then identify the co-ordinating conjunction in each sentence:

- <u>I like to snowboard</u> and <u>I like skiing, too.</u> (and)
- <u>We can go to the store now,</u> or <u>we can go later.</u> (or)
- <u>He didn't want to go to the picnic,</u> but <u>he went with his family anyway.</u> (but)
- <u>Anika missed the concert,</u> for <u>the tickets were sold out.</u> (for)
- <u>The roller coaster scared him,</u> yet <u>he wants to go on it again.</u> (yet)
- <u>They took a shortcut through the park</u> so <u>they got home early.</u> (so)
- <u>Jin is not in the library</u> nor <u>is he at the gym.</u> (nor) [Point out that the second independent clause can be rearranged into a complete sentence with a more conventional word order: <u>he is at the gym.</u>]

▶ Partners can share their findings with the class.

Apply

▶ For further practice, have students use the printable Sentence Match-Up. After cutting out and scrambling the paper strips, students can work in partners or independently to match each sentence starter with the correct sentence ending and read the compound sentence. Ask students to identify the independent clauses and the co-ordinating conjunction in each sentence.

Sentence Match-Up

Cut out the sentence starters and the sentence endings and mix them up.
Then match each sentence starter with the correct sentence ending to form
a compound sentence.

Identify the independent clauses and the co-ordinating conjunction in each
compound sentence.

Sentence Starters	Sentence Endings
I wanted to swim	but the pool was closed for the day.
Kara got a guitar for her birthday	so now she is taking music lessons.
It rained hard all night	yet our tent stayed dry.
Ren isn't the tallest in his class	nor is he the shortest.
Roads are slippery today	for it snowed last night.
Jamal fell asleep on the bus	and he missed his stop.
The robin is either searching for food	or she is feeding her young.
Marta was bored by the play	but she stayed until the end.
I have a small garden on our balcony	and I weed my plants every day.
I don't play a musical instrument	nor do I sing.
It was a holiday	yet traffic was very busy.
We could take a streetcar downtown	or we could ride the subway.

Greek Roots *auto, bio, chrono*

Name: _____

Read the words. Use what you know about the meaning of the roots to help you determine the meaning of the words.

autograph	automatic	autopilot	automobile
biome	biology	biosphere	biofuel
chronic	chronicle	crony	synchronize
chronograph	biologist	biopic	autobiography

Read the longer words.

biophysics	biodiversity	biographer	biographical
autobiographic	autobiographical	chronicler	chronicling
chronometer	chronological	synchronized	biodegrade

Greek Roots *auto, bio, chrono* Word Lists

auto

autobiographer	autograph
autobiographical	autographic
autobiography	automatic
autocrat	automation
autocratic	automobile
autogamy	automotive
autogenic	autopilot

bio

autobiographer	bioengineering	biological	bionic
autobiographic	biofuel	biologist	biophysics
autobiographical	biogas	biology	biopic
autobiography	biographer	bioluminescence	biopsy
biochemistry	biographic	biomass	biorhythm
biodegrade	biographical	biome	biosphere
biodiversity	biography	biomechanics	biosynthesis

chrono

anachronism	chronicling	chronology	synchronicity
chronic	chronobiology	chronometer	synchronize
chronicle	chronograph	chronotherapy	synchronized
chronicler	chronological	crony	synchronous

Fluent Reading: Scooping Words

Work with a partner.

Take turns reading each sentence. Use the scooping lines to help you scoop words together. Remember to use only a very short pause between scoops.

Use expression and pay attention to punctuation.

1. This biography introduced me to Viola Desmond and her legacy.

2. They automatically liked Viola because she was smart, caring, and funny.

3. After buying one movie ticket, she walked into the theatre
   and sat in a seat on the main floor.

4. It's worth reading the book to see what happened to Viola
   and how her decision to sit in that seat changed Canada's history.

Now It's Your Turn

Your partner will draw scooping lines under the first sentence below. Then you will read it aloud. Did it sound right? Did they scoop the right words together?

Then switch places and do the same for the second sentence.

1. I really connected to this book since Viola was a hairdresser
   and a business owner like my mom.

2. This biography also made me feel happy because Viola's bravery
   sparked a movement for Black people to have equal rights.

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Suffixes List

Suffix	Meaning	Sample Words
-ly	- characteristic of or the way of	• exact–exactly • perfect–perfectly • rough–roughly • shy–shyly
-ily	- characteristic of or the way of	• heavy–heavily • ordinary–ordinarily • primary–primarily • temporary–temporarily • wary–warily
-est	- superlative form (*big, bigger, **biggest***)	• fast–fastest • few–fewest • late–latest • nice–nicest • pure–purest
-ion, -sion, -tion	- act of, process of, condition of something	• educate–education • impress–impression • pollute–pollution • produce–production • select–selection
-ure	- the action, process, or result of	• compose–composure • disclose–disclosure • enclose–enclosure • press–pressure
-r, -er	- person connected with	• commute–commuter • dance–dancer • develop–developer • follow–follower • speak–speaker
	- comparative form (*small, **smaller**, smallest*)	• light–lighter • thin–thinner

Suffixes List

Suffix	Meaning	Sample Words
-or	- person connected with	• conduct–conductor • edit–editor • educate–educator • sail–sailor • visit–visitor
-ar	- of, near, or belonging to	• mode–modular • molecule–molecular • muscle–muscular • rectangle–rectangular • vehicle–vehicular
	- one who does or performs the act of	• beg–beggar • burgle–burglar • lie–liar • register–registrar
-y	- characterized by	• dust–dusty • hard–hardy • might–mighty • rock–rocky • speed–speedy • trick–tricky
-ish	- relating to, having the characteristics of	• book–bookish • child–childish • snob–snobbish • thirty–thirtyish
	- like or similar to	• baby–babyish
	- attached to some adjectives to form other adjectives meaning "somewhat, rather"	• brown–brownish • green–greenish • narrow–narrowish

Suffixes List

Suffix	Meaning	Sample Words
-ness	- quality or state of, condition of	• firm–firmness • sharp–sharpness • thick–thickness • well–wellness • broken–brokenness • loving–lovingness • farsighted–farsightedness • tired–tiredness
-less	- without	• end–endless • ground–groundless • hit–hitless • leader–leaderless • power–powerless • window–windowless
-able	- capable of, suitable for - able to	• agree–agreeable • drink–drinkable • wear–wearable • honour–honourable • sale–saleable • season–seasonable
-ible	- capable of, tending to - able to	• access–accessible • convert–convertible • digest–digestible • resist–resistible • reverse–reversible
-ful	- full of, characterized by - as much as will fill	• delight–delightful • resource–resourceful • success–successful • wake–wakeful • wonder–wonderful • basket–basketful • bucket–bucketful

Suffixes List

Suffix	Meaning	Sample Words
-ic	- characteristic of, relating to	• energy–energetic • enthusiasm–enthusiastic • period–periodic • photograph–photographic
	- a noun suffix of Greek origin	• attic • comic • lyric • panic
-al	- having the characteristic of	• experiment–experimental • occupation–occupational • origin–original • profession–professional
	- the act of	• appraise–appraisal • arrive–arrival • dismiss–dismissal
-ial	- having the characteristic of	• commerce–commercial • memory–memorial • picture–pictorial • remedy–remedial • territory–territorial
-ous, -ious, -eous	- characterized by	• circuit–circuitous • thunder–thunderous • infect–infectious • victory–victorious • advantage–advantageous • error–erroneous • right–righteous
-ive	- tending to, having the nature of	• compare–comparative • compete–competitive • expense–expensive • narrate–narrative • product–productive

Suffixes List

Suffix	Meaning	Sample Words
-s	- plural form	• circle–circles • dog–dogs • flower–flowers • shirt–shirts • street–streets
-es	- plural form - plural form of nouns ending in *f*	• buzz–buzzes • fox–foxes • leech–leeches • whiz–whizzes • wish–wishes • sheaf–sheaves • thief–thieves • wharf–wharves
-ing	- verb form (present participle)	• climb–climbing • cook–cooking • jump–jumping • stand–standing • talk–talking
-ed	- verb form (past tense)	• ask–asked • brush–brushed • listen–listened • paint–painted • walk–walked
-ant	- a person or thing that does something - causing or performing an action or existing in a certain condition	• account–accountant • attend–attendant • contest–contestant • participate–participant • please–pleasant • signify–significant

Suffixes List

Suffix	Meaning	Sample Words
-ent	- doing or performing, being in a state or condition	• depend–dependent • differ–different • excel–excellent • obey–obedient • persist–persistent
	- one who does or performs	• refer–referent • respond–respondent • superintend–superintendent
-ate	- full of or having the quality of	• affection–affectionate • compassion–compassionate • despair–desperate • privacy–private
	- cause to become like	• education–educate • captive–captivate • navigation–navigate • valid–validate
-ism	- the action or result of	• critic–criticism • journal–journalism • magnet–magnetism • terror–terrorism
	- the state or quality of	• ego–egoism • hero–heroism • ideal–idealism • true–truism
-ist	- one who performs, believes in, or is skilled at something	• art–artist • chemistry–chemist • science–scientist • loyal–loyalist • special–specialist • real–realist
-ian	- characteristic of, relating to	• history–historian • library–librarian • politics–politician • vegetable–vegetarian

Suffixes List

Suffix	Meaning	Sample Words
-ical	- characteristic of, relating to	• economics–economical • history–historical • politics–political • quiz–quizzical • surgery–surgical
-ment	- the action or process of doing something, the result of an action	• agree–agreement • commit–commitment • equip–equipment • move–movement • retire–retirement • state–statement
-ity	- the state or quality of	• available–availability • equal–equality • flexible–flexibility • impossible–impossibility • personal–personality • probable–probability • responsible–responsibility
-ance	- the state or quality of	• accept–acceptance • assist–assistance • disturb–disturbance • observe–observance • perform–performance
-ence	- the state or quality of	• affluent–affluence • different–difference • evident–evidence • innocent–innocence • defer–deference • depend–dependence • subside–subsidence

Suffixes List

Suffix	Meaning	Sample Words
-en	- made of or having the quality of - cause to be, become	• gold–golden • wood–wooden • wool–woolen • length–lengthen • moist–moisten • sharp–sharpen • short–shorten • strength–strengthen • tight–tighten
-ize	- to give a specified character or form to	• critic–criticize • memory–memorize • modern–modernize • social–socialize • symbol–symbolize
-age	- the result of an action	• block–blockage • drain–drainage • pack–package • pass–passage • stop–stoppage • store–storage

Prefixes List

Prefix	Meaning	Sample Words
re-	again back	reappear reconnect redesign remodel renew reorganize reschedule
un-	not opposite of	uncertain undefeated uneven unfinished unforeseeable unforgettable unimportant unopened unwritten
pre-	before	preapprove preconceive prepay preschool preview
de-	opposite of	decompose declassify decouple deplane dethrone devalue deactivate
a- (schwa)	on in at	ablaze aground afar asleep avow await

Prefixes List

Prefix	Meaning	Sample Words
co-	together	co-anchor co-chair co-host co-opt co-produce
uni-	one	unicellular unicolour unify unison unitary universe
bi-	two	bicycle bifocal bilateral bilingual bimonthly bipolar
tri-	three	triangle triceps tricorn tricycle trilogy triplex tripod
mis-	wrong bad incorrect	misbehave misinterpret mispronounce misrepresent misspell misunderstood

Prefixes List

continued

Prefix	Meaning	Sample Words
dis-	not opposite of	disapprove discontent disinfect disobey disorder disqualify dissimilar
trans-	across beyond	transponder transact transfix transfusion translate
post-	after	post-graduate postmodern postpone post-production post-secondary post-war
inter-	between among	interbank interchange intercity intercom inter-office intersection
intra-	on the inside within	intracompany intramural intramuscular intranet intravenous
over-	too much	overact overdrawn overdue overestimate overpay over-sensitive

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Prefixes List

Prefix	Meaning	Sample Words
under-	too little below beneath	underestimate undergrowth underline underneath underpass
sub-	under	subarctic subcategory subcontract subdivide subtitle
non-	not without	nonpayment non-profit non-renewable non-returnable non-verbal
in-	not into in	incorrect incision incorporate indent induct
im-	not into within	immature immerse implode import impound
anti-	against	antidote antifreeze antiseptic
mid-	middle	mid-life midsection midsummer mid-term midweek mid-winter

Prefixes List

Prefix	Meaning	Sample Words
fore-	before	forecheck forefront foreground forerun forethought
super-	above to a great degree	supernatural superscript supersonic superstar
semi-	half	semi-annual semi-monthly semi-retired semi-sweet
en-, em-	cause to put into	enliven entrust embark embed embitter employ
mal-	bad or badly	malcontent malfunctioned malnourished maltreat
circum-	around, about	circumference circumnavigate circumspect circumstance
per-	through all over completely	percolate perfection permeate permit perpetual persevere

Prefixes List

Prefix	Meaning	Sample Words
ad-	to, toward near, adjacent to	adhere adjoin adjunct adrenal adsorb advance advent
ob-	toward against in the way of	object obsolete obstacle obverse obvious
com-	together with	combine commingle committee company
ex-	out out of	exceed exit expire expand export expose

Note: Some words in the above lists include a hyphen after the prefix. Most words beginning with prefixes are written as one word, but there are many exceptions. Tell students to use a hyphen when the word following the prefix begins with the same vowel as the one with which the prefix ends, e.g., *co-operate*, or when the word's appearance would be confusing without the hyphen, e.g., *co-author* or *de-icing*. If students are in doubt, have them check a dictionary.