

Latin Roots *loc, flect*, Greek Roots *cycl, phon*

FOCUS Greek and Latin roots are common in the English language. Identifying and understanding roots can help you define difficult and unfamiliar words. When you know the meaning of a root, you can determine the meanings of many words that contain that root.

The Greek root *loc* means “place.” For example, the word *location* means “a place.” The Greek root *flect* means “bend.” For example, the word *reflect* means “to bend back.”

The Latin root *cycl* means “circle” or “ring.” For example, the word *cycle* means “circle” or “ring.” The Latin root *phon* means “sound.” For example, the word *telephone* means “a device that transmits sound.”

PRACTICE Think of a word that uses each Greek or Latin root given below. Write the word on the line, and then use it in a sentence.

1. *loc* means “place” _____

2. *flect* means “bend” _____

3. *cycl* means “circle” or “ring” _____

4. *phon* means “sound” _____

APPLY Select the word with a Greek or Latin root that best fits the definition and write it on the line. Then use each word in a sentence.

allocate	earphones	flexible	locomotion
reflecting	recycle	saxophone	tricycle

5. Device worn over the ears that transmits sound _____

6. Bending back _____

7. To set aside for something specific _____

8. Something that is able to be bent _____

9. A vehicle with three wheels _____

10. The act of moving from place to place _____

11. A musical instrument with a metal tube that is curved and was invented by
Antoine Sax _____

12. To use again _____

Vocabulary

FOCUS Review the selection vocabulary words from “Queen of the Track.”

anonymous
athletics
campus
clear
dainty
hardships
proclaimed

relays
rescue worker
segregation
toll
tuition
vaulted

PRACTICE Complete each sentence with a selection vocabulary word. Each vocabulary word should be used once.

1. Choosing a book is the first obstacle to _____ for writing a book report.
2. The high jumper _____ over the bar with inches to spare.
3. A(n) _____ helped the family after the flood caused water to fill their home.
4. The announcer _____ the winner over the speaker.
5. The _____ donor did not want to be recognized at the opening of the community center.
6. The swimmers competed in _____ after their individual races.

7. Football, basketball, baseball, softball, and track are all part of the _____ department.
8. Because of _____, the athletes were separated by race into different leagues.
9. The college was a small _____ with few buildings, an athletic center, and a student center.
10. The _____ young woman greeted the guest politely with a soft, delicate handshake.
11. The student encountered many _____ including illness and limited resources.
12. The many hours of practice had taken a(n) _____ on the athlete's body.
13. The cost of _____ was paid by a scholarship as long as the student had good grades.

APPLY Read each sentence. Answer each question by explaining the definition in your own words.

14. A rescue worker shows up to help after a hurricane. What might he do?

15. The team relays are the last events of the night. How do they work?

16. You are taking a tour of a campus in a small city. Where are you?

17. The judges proclaimed a winner of the writing contest. What has happened?

18. The tuition will go up this year. How does this affect students?

Living History

Before the class got on the bus for their field trip to the Senior Center, Mrs. Howard explained the purpose for the visit. “We are starting a new history unit, and I want to you to ask the residents of the Senior Center some good questions. Pairs of students will be partnered with a resident. Later, you will introduce your resident to the group.” After that brief introduction, Mrs. Howard’s class brainstormed questions and decided on the top three to ask during their visits. Mrs. Howard reminded her students, “Remember, the daintiest lady may have the most interesting and exciting life story—you never know until you ask.” After a short bus ride, the class arrived at the Senior Center campus, and Mrs. Howard introduced the students to their senior neighbors. She reminded the students to be polite and to use their good listening skills.

Sophie and Ashley met Mrs. Chen, who was daintily drinking a cup of tea. They remembered what Mrs. Howard said, so they started, “Good morning, Mrs. Chen. We are here today to ask about some of your life stories. Did you have any interesting jobs when you were younger?” Mrs. Chen smiled at the girls and began to tell her story, which was full of excitement and heartache.

Jayden and Daniel met Mr. Johnson, who was a tall fellow leaning back in his chair, stretching his long legs. The boys looked over their questions, and then asked, “Mr. Johnson, what job did you have that you were proudest of?” Mr. Johnson answered almost immediately, but with a short response. Jayden and Daniel knew they needed more information, so they asked some follow-up questions, and soon Mr. Johnson was describing all different parts of his job.

Maddie and Emily met Mrs. Garcia, who greeted them with a warm smile and a surprisingly low voice. The girls soon found out that Mrs. Garcia had a job they never knew existed, so they vaulted right into many follow-up questions to learn more about her and her job.

The students listened carefully as their senior partners described their jobs, some of their life stories, including a hardship or two. The students wanted to learn more about any experiences with segregation, as well as experiences that took a toll on them. Mrs. Howard asked her class and the senior residents to wrap up their discussions so the students could introduce their senior neighbors to the group. Students rewrote their notes so they could present about their assigned seniors.

After a few minutes, Mrs. Howard called on Sophie and Ashley to begin. Sophie announced to the group, “This is Mrs. Chen. She has been a resident of our town for seventy years, but has traveled all over the world doing a very special job.”

“Mrs. Chen was a director at the American Red Cross,” continued Ashley. “She coordinated rescue workers after natural disasters like hurricanes or tornados.”

“Thank you, Sophie and Ashley,” said Mrs. Howard. “Jayden and Daniel, who did you meet?”

Jayden stood up and stretched his arm to make his introduction. “This is Mr. Johnson. He was an assistant director of athletics at the local college.”

“He helped student athletes apply for scholarships to pay for their tuition,” said Daniel, “and he planned athletic events on campus throughout the year for all students.”

Mr. Johnson added, “and I use those same skills to create relay races here at the senior center from time to time. Maybe we could try one before you leave!” The class cheered at that suggestion.

“That’s a generous offer, Mr. Johnson,” said Mrs. Howard. “We might not have enough time. We do have a bus to catch! Let’s hear from Maddie and Emily.”

Maddie stood up next to Mrs. Garcia and spoke slowly in a loud voice, “This is Mrs. Garcia. She is a self-proclaimed life coach. You might ask yourself what a self-proclaimed life coach is because we did.”

Emily continued, “Well, a life coach is someone who helps people set goals and clear any hurdles that get in the way of those goals. She helps people find a balance between working hard and enjoying life. She did not go to school or receive special training. Do you want to know the best part of her job?”

“She coached several famous people,” answered Maddie as Mrs. Garcia nodded. “But she refused to tell us their names because she promised that they would remain anonymous.”

“It is time to head back to school,” said Mrs. Howard. “Let’s thank our new friends and wish them well.”

Sequence

FOCUS The **sequence** in which events occur in a story is indicated by time words and order words.

PRACTICE Read each sentence. Write the time and order word or phrase in each sentence on the line.

1. We planted flower bulbs in the fall last year.

2. This spring, the colorful flowers bloomed in the side garden.

3. The athlete drank water and rested after the race.

4. On the Fourth of July, we will march in the Independence Day Parade.

5. Before school, I placed my packed lunch in my book bag.

6. My sister turns six years old in November.

7. She walks one mile every day, even in cold weather!

8. The final step of the writing process is publishing.

APPLY Read each paragraph below. Then, rewrite the events in the paragraph in the correct sequence.

9. We pick the vegetables at the end of summer. Every year we plant a garden. We water and weed the garden while the young plants grow. In the autumn, we freeze any leftover harvest. In the spring, we plant the seeds in the ground.

10. Next, place the kernels in a hot air popper. Popcorn is an easy snack to make. Finally, the popcorn pops into a snack. First, measure out the popcorn kernels. Then, turn on the popper so it heats the kernels.

Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING It is important to think about the best order in which to present the reasons that support an opinion. Often the best approach is to order them from most important to least important. Sometimes one reason leads to a second or third related reason.

Look at each set of three reasons supporting an opinion. Think about the most logical order in which they should be presented. Then write **1, 2, and 3** on the lines to show the order.

- 1.** Cell phones should not be allowed in schools.

_____ Kids already spend too much time using screens every day.

_____ Cell phones at school distract from schoolwork.

_____ Not all kids have phones, so some kids will feel left out.

- 2.** Students should get paid for good grades.

_____ Kids don't have many ways to earn money.

_____ Hard work should be rewarded.

_____ Everyone works harder when they are motivated.

Proofreading Symbols

¶ Indent the paragraph.

^ Add something.

ℓ Take out something.

/ Make a small letter.

≡ Make a capital letter.

sp
○ Check spelling.

◉ Add a period.

Latin Roots *loc* and *flect* and Greek Roots *cycl* and *phon*

FOCUS

Understanding and identifying **Latin and Greek roots** and their meanings can help you define and spell difficult and unfamiliar words. Here are the roots in the spelling words and their meanings:

Latin roots: **loc** = “place”; **flect** = “bend”

Greek roots: **cycl** = “circle”; **phon** = “sound”

PRACTICE Fill in the appropriate Latin or Greek root to create a spelling word.

Word List

- | | |
|-----------------|----------------|
| 1. allocate | 11. locomotive |
| 2. cyclist | 12. motorcycle |
| 3. cyclops | 13. phonetic |
| 4. deflect | 14. phonics |
| 5. dislocate | 15. phonograph |
| 6. encyclopedia | 16. reflection |
| 7. genuflect | 17. reflector |
| 8. inflection | 18. saxophone |
| 9. locale | 19. unicycle |
| 10. location | 20. xylophone |

Challenge Words

1. antireflective
2. cyclical
3. echolocation

1. _____ics

9. _____etic

2. uni_____e

10. re_____or

3. _____ograph

11. genu_____

4. de_____

12. motor_____e

5. _____omotive

13. _____ist

6. xylo_____e

14. en_____opedia

7. _____ale

15. al_____ate

8. in_____ion

16. re_____ion

- 17. _____ops
- 18. saxo_____e
- 19. dis_____ate
- 20. _____ation

APPLY If the word is misspelled, write the correct spelling on the line. If the word is spelled correctly, write *Correct* on the line.

- 21. saxaphone _____
- 22. reflecter _____
- 23. cyclest _____
- 24. localle _____
- 25. echolocation _____
- 26. motorcicle _____
- 27. dislocate _____
- 28. phonigraph _____
- 29. genuflec _____
- 30. allacate _____
- 31. locimotive _____
- 32. unicycel _____
- 33. encyclopedia _____
- 34. ciclycal _____

Verbs

FOCUS **Verbs** are words that show action or express a state of being.

- **Action verbs** describe an action.
Malcolm **grew** tomatoes and peppers.
- **State-of-being** verbs express a condition of existence. They are often forms of the verb *be*, such as *is*, *are*, *was*, *were*, and *am*. The verbs *feel*, *smell*, *appear*, *seem*, and *taste* can also be used as state-of-being verbs.

Tomorrow **is** the last day of school.

- A **verb phrase** consists of one or more helping verbs used with an action or state-of-being verb.
I **have picked** a book for my report. She **might be** worried about the performance this weekend.
- The **active voice** of a verb is used when the subject is performing the action. The **passive voice** of a verb is used when the subject receives the verb's action.

Passive: The **kite was flown** by Darius. Active: **Darius flew** the kite.

PRACTICE In the following sentences, circle the verb or verb phrase. Then write **A** on the line if the main verb is an action verb. Write **S** if it is a state-of-being verb.

1. Natalie waited inside the cab. _____
2. Sometimes our garbage smells like rotten eggs. _____
3. Next year I will read *Tom Sawyer*. _____
4. The astronauts could see Earth from outer space. _____
5. The pitcher threw the batter a curve ball. _____
6. Apples and olives taste terrible together. _____

APPLY Rewrite the sentences below from the passive voice to the active voice.

7. The radio was being listened to by me. _____

8. I am being ignored by everyone who walks in here. _____

9. Some of the clothes are made by them. _____

10. The business will be inherited by him. _____

11. The pitas are carried by my mom. _____

12. The door is being painted by Sam. _____
