

Latin Roots *sens*, *spec*, and *sim*

FOCUS

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 Latin root *sens* means “be aware.” For example, the word *sensor* means “something that senses or is aware.” The Latin root *spec* means “see.” For example, the word *inspect* means “to look at carefully.” The Latin root *sim* means “like.” For example, the word *similar* means “alike.”

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. *sens* means “be aware” _____

2. *sim* means “like” _____

3. *spec* means “see” _____

APPLY Choose a word from the box to complete each sentence. Each word contains the Latin root *sens*, *spec*, or *sim*. Write the word on the line.

assimilate	senseless	sensible	sensitive
simile	simulation	species	specific

4. Our neighbor acts tough, but he really is very _____ .
5. The story we read was about a(n) _____ crime that occurred long ago.
6. A(n) _____ type of tool was needed to put together the bookcase.
7. At the museum, there was a virtual reality _____ that people could try.
8. The immigrants are trying to _____ into the culture of their new country.
9. How does the _____ show a comparison between two things?
10. Be sure to eat a(n) _____ breakfast before school this morning.
11. The zoo is raising money for an endangered _____ .

Write a short paragraph using two or more words with a *sens/sim/spec* root.

12. _____

Vocabulary

FOCUS

Review the selection vocabulary words from “A Year on Bowie Farm.”

administered
cull
hefted
intercept
lush
operation

reap
retractable
rolling
romping
scrabbling
spigot

PRACTICE Read each sentence. Think about the meaning of the underlined word or words. Write the vocabulary word on the line that is similar in meaning.

1. We sat in the thick, full grass as we watched the parade.

2. Connect the hose to the outdoor faucet and turn on the water.

3. The gardener had to reduce the number of growing plants so the remaining ones would be stronger.

4. The children were jumping with excitement around the playground.

5. The farmers harvest the crops in early fall before it gets too cold.

6. The nurse provided a flu vaccine to anyone who needed it.

7. The chickens were running frantically when they sensed danger.

8. The young man worked hard to lift the heavy bag onto the truck.

9. We rode in the car over rising and falling hills on the long drive.

10. The library has an efficient way of working to track books.

11. We sat under the covering that was able to be pulled back.

12. I need to stop the message about dinner since plans have changed.

APPLY Read each question. Think about the meaning of the underlined vocabulary word. Write your answers on the line.

13. What might cause a dog to start scrabbling in the yard? _____

14. Where would you find a spigot? _____

15. What is something that you have hefted? _____

16. What is something you have seen that has a retractable part? _____

17. What is something that can be administered to students? _____

18. What might be in a lush garden? _____

Where History Lives

Have you ever heard of a living history museum? It is a special operation in which people dress like people did at a certain time in history. It can be a single operational farm in the rolling hills of the Midwest or it can be a whole village operating like it did hundreds of years ago in colonial America. When you step into this kind of museum, you can see the people, places, and things from that time. You can ask questions of the people who are working at the museum.

Imagine the living history museum looks like a small colonial village. Everyone will dress like the people who lived before the Revolutionary War in America. You may talk to a farmer who culls the apple tree to make sure it produces enough apples in the fall. The farmer will tell you about the hard work of plowing fields with animals. You could ask the farmer about what crops he reaps in the fall.

You could then step into the blacksmith's shop, who will show you how to make tools during this time. You may even see the blacksmith heft heavy iron into the fire and shape it into the tools needed by the farmer and other local residents of the colonial village. It might get hot in this shop, so you may wish to step into another shop, like the printmaker or the apothecary.

The printmaker's shop is an active place. Each letter of a paper or book is placed by hand on a large press. It might take over twenty-five hours to set all the letters for a one-page paper! During colonial times, this was where information was delivered and exchanged. You might ask if messages were ever intercepted by British soldiers or American patriots.

After the loud and active shops of the printmaker and blacksmith, take a walk in the lush garden of the apothecary. This is the place people would go if they did not feel well. The apothecary used the herbs from the garden to make and administer medicines and treatments for a variety of illnesses and injuries. What would you want to ask the apothecary?

Before you leave this colonial village, be sure to stop and talk to the many shop owners to discuss the many trades.

Now, step a hundred years into the future from the colonial village days and stop by a living historical farm of the 1880s. You see people in long sleeves and dresses, but in a simpler fashion than the colonial times. Instead of a village, all the people on the farm must depend on themselves and each other to do all the work.

As you enter the barn, the farmer will retract the heavy door and invite you inside to see the animals. In the spring, the barn is full of new life. You may see a lamb romp about the pen, and then scabble out to the field to eat some fresh grass. You may see little piglets eating before they roll around in their muddy pen. Sometimes the farmer will ask you to help feed the chickens or collect the eggs!

Enter the outdoor kitchen, and you will notice there is no spigot for water. One of the people working in the kitchen might send you to the well to get some water. You soon realize it is not easy to heft a pail of water up the hill to the kitchen. When you hand the water to the woman cooking in the kitchen, you realize that half the water is gone! She suggests you help with other chores on the farm.

You find someone hefting heavy rugs onto ropes, and soon the person is beating the rugs. You help beat the rugs, and you knock clouds of dirt from them. Next, you help hang the heavy laundry on the line to dry. It seems like the chores of the farm will never end! The woman you are helping assures that you are correct—there is still much to do!

Once the housework is done, you wander to the garden and the fields. A farmer is plowing the fields with two large animals. Another is planting rows of vegetables near the house, and one person calls to you to help weed the garden. You help pull the weeds from the garden, which are all put together in a compost pile. The compost pile will eventually be used to fertilize plants.

After all this hard work, you see a swing hanging from a tree. You scabble over to the swing and enjoy the timeless activity.

Making Inferences

FOCUS Readers get clues from the text and use their own prior knowledge to **make inferences** about characters and events in a story.

PRACTICE Read each sentence below. Make an inference about the character based on each sentence and write it on the line.

1. Rachel's heart beat fast as she grabbed the microphone and began singing.

Inference: _____

2. Nick found a wallet on the ground, so he turned it into the police.

Inference: _____

3. Chloe put on her uniform, laced up her shoes, and stepped onto the track.

Inference: _____

4. Michael checked his phone, waited a few seconds and checked it again.

Inference: _____

5. Melanie stood at the top of the high diving board and looked down at the pool.

Inference: _____

6. Jack stepped up to the plate, held the bat ready, and stared at the pitcher.

Inference: _____

APPLY Read the description of each character below. Then write a short paragraph describing how the character feels without actually stating it.

7. a student who is nervous about a test

8. a movie star who is glamorous

9. a cousin who is shy

10. a brother or sister who is angry

Informational Writing

Think

Audience: Who will read your informational writing?

Purpose: What is your reason for writing an informational text?

Research and Note Taking

Paraphrasing means restating another person’s words or ideas in your own words, often to make them shorter or simpler. You should paraphrase when you are taking notes or summarizing.

Plagiarism means copying someone else’s words or ideas and passing them off as your own. Even if you rearrange the order of the author’s sentences or paragraphs, it is still plagiarism. If you want to use someone’s words or ideas, you must give them credit. Place quotes in quotation marks and list your sources in a bibliography.

Read the sample text from “One Small Step” by Vidas Barzdukas. Paraphrase the text on the lines. Then trade your paper with a partner to make sure you did not plagiarize the text.

Today, blasting a person into outer space is pretty unremarkable. In 1958, however, shooting a rocket into the sky proved nearly impossible. The first rocket for Project Mercury exploded on the launching pad. The second rocket flew only four inches off the ground before it crashed.

Revising

Use this checklist to revise your informational writing.

- Does the writing clearly introduce the topic?
- Does the writing have three paragraphs in the main body that share important details?
- Does the writing use precise, academic language?
- Does the writing use a variety of sentence types?
- Does the writing use transition words and phrases?
- Does the writing have an engaging conclusion that sums up the topic?

Editing/Proofreading

Use this checklist to correct mistakes in your informational writing.

- Did you use proofreading symbols when editing?
- Have you included commas where they are needed?
- Have compound sentences been punctuated correctly?
- Do all sentences end with the correct punctuation mark?
- Did you check the writing for misspelled words?

Publishing

Use this checklist to prepare your informational writing for publishing.

- Write or type a neat copy of your informational writing.
- Include a multimedia element to enhance the written information.
- Include a bibliography that cites sources used for research.

Latin Roots *sens, spec, and sim*

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

sens = “feel”; **spec** = “see”; **sim** = “like”

PRACTICE Fill in the appropriate Latin root to form a spelling word.

Word List

- | | |
|-----------------|-----------------|
| 1. assimilate | 11. sensitive |
| 2. consensus | 12. sensitivity |
| 3. facsimile | 13. sensory |
| 4. inspect | 14. simile |
| 5. inspector | 15. simulate |
| 6. nonsense | 16. simulator |
| 7. perspective | 17. spectacle |
| 8. respect | 18. spectator |
| 9. sensational | 19. spectrum |
| 10. sensibility | 20. speculate |

Challenge Words:

1. desensitize
2. dissimilar
3. simultaneous

1. _____ itivity
2. in_____ tor
3. _____ tator
4. _____ ulate
5. _____ itive
6. _____ ulate
7. _____ ibility
8. re_____ t

9. _____ ational
10. per_____ tive
11. non_____ e
12. con_____ us
13. as_____ ilate
14. _____ ile
15. fac_____ ile
16. _____ ulator

17. _____tacle
18. _____ory
19. _____trum
20. in_____t

APPLY If the underlined spelling word is misspelled, write the correct spelling on the line. If the word is correct, then write *Correct* on the line.

21. That movie is a total sinsery experience. _____
22. You get an interesting prespective of the city as you fly over. _____
23. My drawing is not disimilar to yours. _____
24. An inspecter is coming to look at our house today. _____
25. Try to use a simile or metaphor in this paragraph. _____
26. Iona trusts her mother's sinsibilty about clothing. _____
27. Rohan will get to be a specktator at the inauguration. _____
28. The consinsas among my friends is that this song is great. _____
29. My brother's nonsense can be tiresome. _____
30. Dance class is held at a symultaneous time as art class. _____
31. I have great rispecked for your hard work. _____
32. The girls inspecked their clothes for mud and grass stains. _____

Commas

FOCUS **Commas** are used to organize the thoughts and items in a sentence. They show the reader where to pause so that a sentence’s meaning can be clearly understood.

- Use a comma to separate three or more items.
I eat bananas, apples, and oranges.
- Use a comma after long introductory phrases or dependent clauses.
After we finished cleaning the house, my dad and I relaxed.
- Use a comma and a conjunction to join two independent clauses in a compound sentence.
Luiz wants to play chess, **but** Shonda wants to play checkers.
- Use a comma before or after a noun of direct address to set it off from the rest of the sentence.
Lacy, are you traveling to Kentucky this summer?
- Use a comma to set off a tag question from the rest of the sentence.
The weather is beautiful today, **isn’t it?**

PRACTICE The commas are missing or used incorrectly in the following sentences. Rewrite each sentence so that it is correct.

1. During our trip, to Texas we will drive through Tennessee, and Arkansas.

2. Hildy put on, a coat a hat a scarf and mittens and, then she went outside.

3. I usually like the author's books but, that story was pretty boring wasn't it?

4. When you get home Audrey you will remember, to let the dog out won't you?

5. We washed dried and peeled, the potatoes, before cutting them into pieces.

6. The band, played two ballads, two requested songs and one classical piece.

7. Before going to bed, we took showers brushed our teeth and turned out lights.

8. We went to a baseball game and TJ caught a foul ball.

APPLY Insert commas where they are needed in the paragraph.

You know that W. E. B. Du Bois was an important American civil rights leader don't you? He was also a writer poet editor and historian. Du Bois graduated from Harvard University in 1890 and then he studied in Europe for a few years. After returning to the United States Du Bois became the first black man to earn a Ph.D. from Harvard. Although he wrote many books Du Bois's most famous book was *The Souls of Black Folk*. He was also a founding member of the NAACP which stands for the National Association for the Advancement of Colored People. When Du Bois died in 1963 he was a citizen of Ghana.