

Latin Roots *vac, grad/gress*; Greek Root *meter*

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 Latin root *vac* means “empty.” For example, the word *vacate* means “to empty” or “to leave.” The Latin root *grad/gress* means “step” or “go.” For example, the word *gradual* means “having characteristics of steps” or “changing in small steps” and the word *progress* means “going forward.”

The Greek root *meter* means “measure.” For example, the word *speedometer* means “an instrument that measures speed.”

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

1. *vac* means “empty” _____

2. *grad* means “step” or “go” _____

3. *gress* means “step” or “go” _____

4. *meter* means “measure” _____

APPLY Choose a word from the box to complete each sentence. Each word contains the Latin roots *vac* or *grad/gress*, or the Greek root *meter*. Write the word on the line.

congress thermometer	grade upgrade	pedometer vacant	progress vacuum
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5. Next year, I will be in sixth _____ at school.
6. The animal conservation organization held a(n) _____ to discuss important topics.
7. Dad used the _____ to clean up the mess under the table.
8. A(n) _____ helps walkers and runners measure the distance they go.
9. It was time to _____ the toddler's bed from a crib to a twin bed.
10. After a losing season last year, the team has won five games and is making great _____.
11. The city has decided to turn the _____ lot into a space for a farmer's market.
12. The nurse used a(n) _____ to check the patient's temperature.

Vocabulary

FOCUS Review the selection vocabulary words from
“The Pot That Juan Built.”

battled

calico

cherishes

fashioned

impoverished

patrons

potsherds

prize

reflect

solitude

supplemented

windswept

PRACTICE Read each sentence. Write the vocabulary word on the line that best completes each sentence.

1. If you find broken pieces of ceramic, these pieces are called _____.
2. When a place has an obvious lack of resources, it is _____.
3. If you add to your knowledge by reading outside of class, you _____ the information you knew.
4. When the two teams fought for the championship, they _____ for a victory.
5. If your grandfather likes to sit alone in the garden, he enjoys his _____.
6. If you choose a cat with spots of different colors, describe its coat as _____.

7. When the wind whips your hair into a messy style, you can say it is your _____ look.
8. When a girl loves and cares for her pet, she _____ it.
9. If several individuals donate money to support the museum, they are _____.
10. If scientists think carefully about the results they see, they _____ on their observations.
11. If the two boys value the autographed ball, they _____ it.
12. If you make a raincoat out of a garbage bag, you _____ the bag into a raincoat.

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

13. How would you feel if someone cherishes you?

14. How could patrons support a local concert series?

15. Where might you go if you wanted solitude?

16. Where might you find a windswept place?

17. What is something that you prize?

18. Why might you reflect on a conversation?

Upcycled Art

On Saturday, Lucas and his family went to the local flea market. He loved to look at the many booths and reflect on the assorted items available for sale. He especially liked finding artists selling upcycled items. Artists who specialized in upcycling reused items and made them look beautiful. The artists upcycled various materials, including old clothing, tin cans, glass jars, potsherds, and silverware.

Lucas and his family meandered through the market. They saw calico shirts fashioned into rugs, globes fashioned into lights, and potsherds fashioned into jewelry. Sometimes, they would find an artist working on a piece while patrons studied the finished products. The artist would supplement the old item with something new, such as a bead or some paint to create something wonderfully different. Lucas was amazed at the imagination of the artists.

One artist specialized in repurposing old T-shirts into a variety of items. Some T-shirts transformed into pillows, while others changed into tote bags. The artist also created new items by weaving parts of T-shirts together. Some were small, like key chains or headbands. The most impressive items were large multi-colored rugs, which must have contained hundreds of T-shirts.

Artists from an impoverished area created magnets from found objects. They made magnets from bottle caps painted to look like lady bugs. They formed flower magnets from solitary earrings missing their match. They supplemented the magnet backing with an assortment of game pieces, keyboard keys, and buttons and displayed them on a magnetic board. The artists even created magnets from discarded tops of tin cans. They artfully positioned maps and printed paper on lids with small magnets on the back.

One artist upcycled utensils, transforming forks and spoons into new functional and decorative objects. Some forks were bent to create hooks on a piece of wood. Some forks were bent with the pointed end up so it could hold photos or prized recipes on small cards. Lucas was most amazed by the jewelry fashioned by bending the pointed ends into curving lines. These pieces took the shape of elephants, flowers, and even an octopus!

Lucas and his family discovered more treasures in the upcycled booths at the flea market. He reflected on items he had at home. How could he make a cherished item from discarded things? Later at home, Lucas began thinking in solitude for something he could create.

Lucas looked at his most prized possessions. He had a collection of seashells from the beach near his house. He had a collection of ribbons and medals he won in academic contests. His most cherished ribbon was the large blue one he received in the Battle of the Books contest, where he won first place for reading the most books over the summer. What could he make from seashells or ribbons?

He looked more closely at his found beach treasures, which he kept in an old shoebox. There were shells of all different sizes and shapes. He recalled the windswept beach where he found most of these items, with the large dunes separating the beach from the houses. He remembered battling the winds coming off the water as he looked carefully in the sand for new shells. The memories made him smile as he imagined ways to remake these found items.

He could remake the old shoebox into something more beautiful to hold his special treasures. Or, he could use the seashells and ribbons to decorate a picture frame or scrapbook. He reflected on the items he saw at the flea market: magnets, pillows, and jewelry. He could also make a clock or a decorative vase with his cherished items. Then, he heard the distant sound of a wind chime from outside.

Lucas could fashion a wind chime using his medals, seashells, and ribbons! He would need to supplement his collection with some string and something strong at the top. He found a few small sticks from the beach, which he tied together. He cut some of his smaller ribbons into strips to make a colorful string. He cut them thin enough so he could string the shells onto them.

Lucas needed holes in the shells so he could string them on the cut ribbons. He asked his dad for help drilling holes into the shells. Once the holes were in place, he strung the shells on the string. He then tied his medals to the bottoms of each string of shells. He attached the string of shells and medal to the top so it would swing in the wind. He finished the wind chime by adding his cherished blue ribbon at the top and then held it up. He smiled as he hung his wind chime outside.

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 eat dinner at 6:30 every evening.

2. Meet me at the front of the school before the first bell rings.

3. Then, we can walk to class together.

4. We waited all day for the announcement of the winners.

5. We will go to Texas and visit our family in December.

6. The next step in building the shelter is adding leaves to the frame.

7. I pack my lunch every day.

8. I was happy that I reached my goal at last!

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

9. Then, replace the lid as a nose and add eyes, feet, and a tail. It is easy to fashion a piggy bank from a milk jug. Finally, find the perfect place to place your new bank so it can collect some money. First, rinse out the milk jug with water and set the lid aside for later. Next, paint the clean milk jug pink. Once the paint is dry, turn the jug on its side and cut a slit on the new top.

10. At noon, we started the laundry and picked up the house. In the morning, we worked in the flower garden. We were tired by the evening, but we still put our clothes away. In the afternoon, we cleaned the bathroom and washed the floors. We spent all day Saturday working around our home.

Narrative Writing

Revising

Point of view is the perspective from which a story is being told. A story written in first-person point of view is told by a character in the story. The narrator (the person telling the story) will use personal pronouns, such as *I, my, mine, us, we, ours, and our*. A story written in third-person point of view is told by a narrator who is not a character in the story. Personal pronouns appear only in dialogue when spoken by characters in the story.

It is important to maintain a consistent point of view in a story. If you switch from first person to third person, or vice versa, you will confuse your readers. The paragraph below has an inconsistent point of view. Rewrite the paragraph to correct the inconsistency.

When the students arrived at the zoo, I ran straight over to the duck pond. He put a quarter into the duck food dispenser, and the ducks began quickly swimming toward me. As he tossed the duck food into the air, a huge gust of wind came rolling over the pond. The dry bits of duck lunch blasted right back into his face. That’s how I found out what duck food tastes like!

Revising

Use this checklist to revise your narrative writing.

- Does the story introduce the main character and problem at the beginning?
- Is it clear where and when the story takes place?
- Does the story have rising action in the middle?
- Does the story develop the main character?
- Does the story have a climax?
- Does the writing have a consistent point of view?
- Does the writing have a strong voice?
- Is it clear that the story is realistic fiction?

Editing/Proofreading

Use this checklist to correct mistakes in your narrative writing.

- Did you use proofreading symbols when editing?
- Did you check for mistakes in complex sentences?
- Did you check for correct use of participles and participial phrases?
- Did you check the writing for misspelled words?
- Did you check the writing for mistakes in capitalization?

Publishing

Use this checklist to prepare your narrative writing for publishing.

- Write or type a neat copy of the narrative writing.
- Add a cover page with a title and visual element related to the story.

Latin Roots *vac* and *grad/gress*; Greek Root *meter*

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

Latin root **vac** = “empty;” Latin roots **grad/gress** = “step” or “go”; Greek root **meter** = “measure”

PRACTICE Add the missing root, prefix, or suffix to each base word or word part to form a spelling word.

Word List

- | | |
|-----------------|-----------------|
| 1. aggressive | 11. regress |
| 2. barometer | 12. retrograde |
| 3. degrade | 13. symmetry |
| 4. diameter | 14. thermometer |
| 5. evacuee | 15. upgrade |
| 6. geometry | 16. vacancy |
| 7. graduation | 17. vacant |
| 8. millimeter | 18. vaccinate |
| 9. perimeter | 19. vacuous |
| 10. progression | 20. vacuum |

Challenge Words

1. biodegradable
2. vacillate
3. odometer

1. _____ant

6. _____uous

2. thermo_____

7. pro _____ion

3. up_____e

8. _____ciate

4. re_____

9. milli_____

5. sym_____y

10. de_____e

11. ag_____ive

12. baro_____

13. retro_____

14. peri_____

15. _____ancy

16. _____uation

APPLY Circle the correctly spelled word in each pair.

17. vacancy vacency

18. graduation gradeution

19. agresive aggressive

20. diameter diamiter

21. evacee evacuee

22. pragresion progression

23. odomitter odometer

24. vacume vacuum

25. vacsanate vaccinate

26. symmetry simitry

27. thermometer theromitter

28. millimeter milameter

29. retragrade retrograde

30. geometry goemetery

Participial Phrases

FOCUS • A **participle** is a verb that acts as an adjective.

Jacob **stacked** the books. (*stacked* tells the action of the subject, *Jacob*)

The books **stacked** on the table are going back to the library. (*stacked* is a participle modifying the noun *books*)

- A **participial phrase** includes the participle and other words in the phrase that modify a noun or pronoun.

The books **stacked on the table** are going back to the library.

- A participial phrase must be next to the noun or pronoun it modifies. A misplaced participial phrase can change the meaning of a sentence.

Riding on the train, Ava saw a farm with lots of cows. (modifies *Ava*)

Ava saw a farm with lots of cows **riding on the train**. (modifies *cows*)

PRACTICE Circle each participle and underline each participial phrase.

1. That old house standing at the corner of Broad and Main will be torn down.
2. Anything piled in that box can be taken to the resale shop located downtown.
3. Ms. Reynolds has an aquarium filled with tropical fish.
4. Playing in front of an audience for the first time, Samuel felt strangely calm.

APPLY Add a participial phrase to each sentence below.

5. Those paintbrushes need to be cleaned.

6. The pizza has tomato sauce, cheese, and pepperoni.

7. Theo walked out the library's door.

8. Our trip to New York was canceled.

Rewrite each sentence to make its meaning clear.

9. Walking outside into the humid air, her glasses became foggy.

10. The chicken is in the coop laying an egg.
