

Group 3

SORT 30 LATIN ROOTS (SPECT, PORT, FORM)

(See page 88.) This sort explores the Latin roots *spect*, which means "to look at"; *port*, which means "to carry"; and *form*, which means "shape." The meanings of these Latin roots are straightforward, as are the meanings of most of the words in which they combine with other affixes and roots. As with the Greek roots or combining forms in Sorts 28 and 29, these Latin roots occur frequently in printed materials from the intermediate grades onward. In this sort many prefixes will be reviewed from earlier sorts.

Demonstrate, Sort, and Reflect

Because this sort is the first of many that will explore Latin word roots, you may wish to begin by walking the students through two or three words, explaining how the elements combine to produce the meaning of the word. (The teacher scripts in Chapter 8 of *WTW* are good models for this type of explanation.)

Begin by writing the word *inspection* on the board or the overhead. Ask the students to explain the meaning of *inspection*, and use the word in a sentence. Then tell them that the word is made up of the suffix *-ion* (the "act or result" of something), the Latin root *-spec-*, which means "to look at," and the prefix *in-*, meaning "into." Now have the students think about it: Given their explanation and definition of *inspection*, do they see that the combination of these word parts literally means "the act of looking into" something?

Have students sort the words according to the root in each. Follow up by having students discuss, in pairs, how they think the word parts combine to produce the meaning

of each word. Contrast *export* (carry out) and *import* (carry in). *Important* will be hard to reconcile with other *port* words since it literally means "carried in." Metaphorically it might mean "carrying weight." Following are other words that you may walk through with the students after they sort and discuss them: *perspective*, "look through" (when you talk about your *perspective* on an issue or on life you are actually talking about how you have *looked through* that issue); *prospect*, "look forward." Point out to the students that, for the vast majority of words that appear to contain a word root, they can best analyze the words by beginning at the end of the word: Reflect on how you analyzed the word *inspection*.

<i>spect</i>	<i>port</i>	<i>form</i>
<i>inspection</i>	<i>export</i>	<i>conform</i>
<i>perspective</i>	<i>portable</i>	<i>deformed</i>
<i>retrospect</i>	<i>import</i>	<i>format</i>
<i>spectator</i>	<i>transport</i>	<i>formation</i>
<i>inspector</i>	<i>reporter</i>	<i>reform</i>
<i>prospect</i>	<i>portfolio</i>	<i>transform</i>
<i>aspect</i>	<i>important</i>	
<i>spectacle</i>	<i>support</i>	
<i>spectacular</i>		
<i>prospector</i>		

Extend

Take time to discuss the prefix *trans-* meaning "across" and brainstorm other words that start with it: *transfer*, *transplant*, *transmit*, *transcontinental*. Add it to your prefix chart.

Several words offer possibilities for generating additional words derived from them by adding *-ion* or *-ation*. Have students see how many derived words they can generate, first by discussing whether the derived words really exist or not, and then checking the dictionary to confirm or not; for example, *transportation*, *transformation*, *reformation*. Review with students the idea that words are changed from verbs to nouns with the addition of *-ion*. Also note the vowel alternation from *format* to *formation*.

<i>spect</i>	<i>port</i>	<i>form</i>
inspection	export	conform
deformed	perspective	portable
retrospect	import	format
formation	spectator	transport
inspector	reporter	reform
transform	prospect	important
spectacle	spectacular	support
aspect	prospector	portfolio