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## **Building Vocabulary— Level 10**

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (2 pages)
- Management** (2 pages)
- Lesson Plan** (12 pages)

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Level 10

# Building VOCABULARY from Word Roots

Teacher's  
Guide



## Management

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## Components of the *Building Vocabulary Kit*

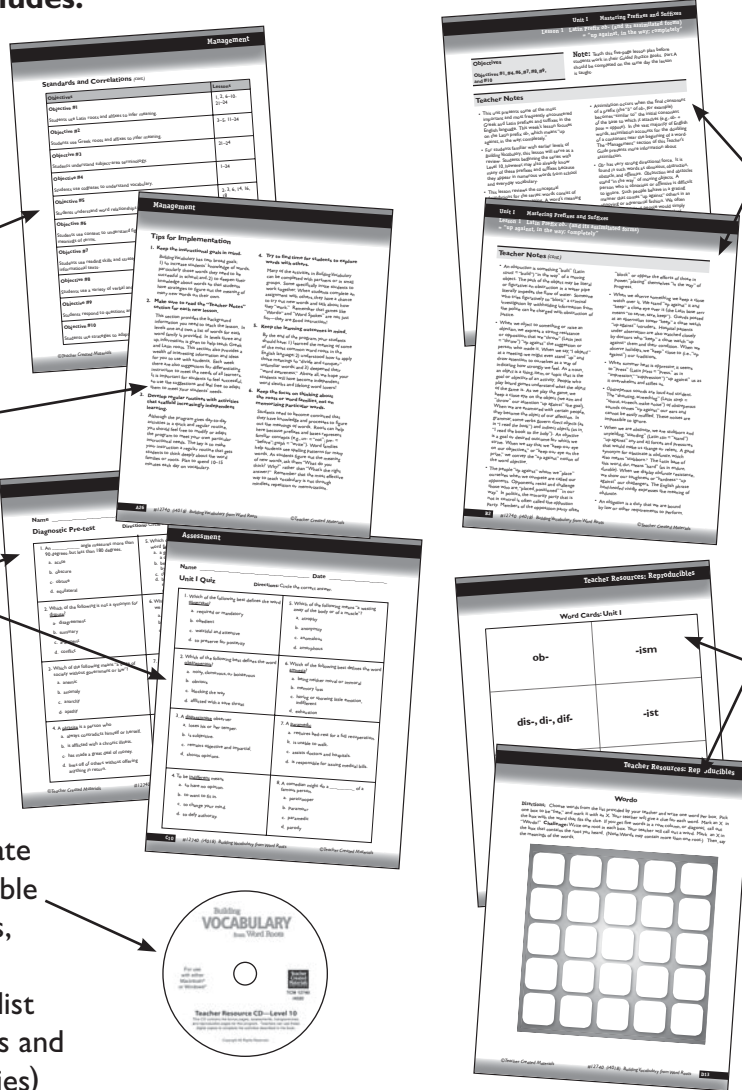
Teacher's Guide includes:

**Standards and Correlations Chart**  
(in Management Section)

**Tips for Implementation**

**Assessments**

**Teacher Resource CD**  
(includes bonus activities to differentiate instruction, reproducible templates, word cards, assessment charts, transparencies, and a list of all the word families and word roots in the series)



**Lessons**  
(correspond to each lesson from the student *Guided Practice Book*)

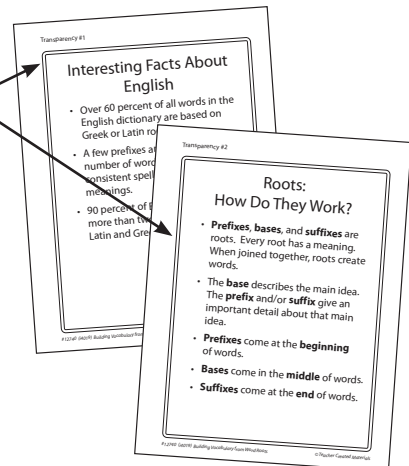
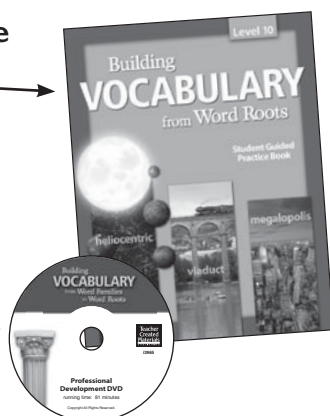
**Teacher Resources**  
(includes activities, word cards, and reproducible templates)

**Other Components Include:**

**Guided Practice Book** (student book)

**Professional Development DVD**

**Transparencies**  
(in the transparency folder)



## How to Use This Program

The following provides a more detailed overview of the various components of this program, including the differentiated, five-part lessons, the *Assessment* section, the *Teacher Resources* section, and the *Teacher Resource CD*. Each component offers support for the entire program, making students' word learning meaningful and fun.

### Lesson Overview



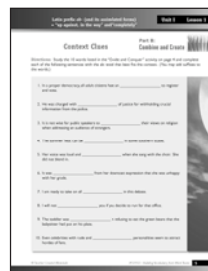
Each lesson in the *Guided Practice Book* begins with **Part A** (“Meet the Root”). This activity is called “Divide and Conquer,” and it provides the foundation for all activities that follow. It asks students to divide words into their

word parts, which requires them to identify the Greek and Latin roots from each lesson. Students “conquer” words by writing the meaning of each word part and finally, the meaning of the entire word. Since this is intended as an explicit instruction day, help students by using the following suggestions:

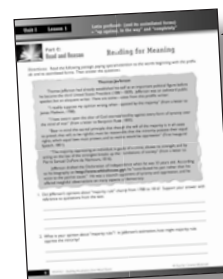
Remind students that when we translate bases and prefixes, we normally put the base first (as the core of the word) and then add the meaning of the prefix. For example, the word *convene* does not mean “together come,” although the roots appear in that order; translate the base first in order to produce “come together.”

After students divide and translate the word parts in the first two blanks, ask the question, “If the base A means X and the prefix B means Y, then the whole word means XY.” For example, with the word *cooperate*, assist students by saying, “If the base *oper* means “work” and the prefix *co-* means “with, together,” then the whole word means “work together” (formally defined as “work together in harmonious fashion”).

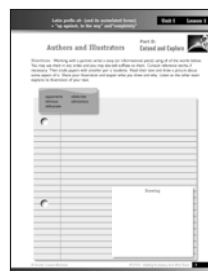
The first word in each “Divide and Conquer” activity is often the most challenging, so students will benefit from explicit instruction. Then students will be better able to independently “divide and conquer” the remaining words on the list.



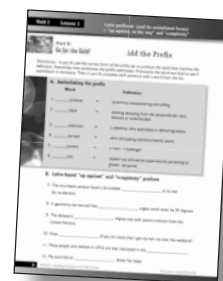
← In **Part B** (“Combine and Create”), students compose English words from the word roots. Usually, in this part of the lesson, students analyze something and record an English word as the answer.



← In **Part C** (“Read and Reason”), students read a variety of passages that use word roots in context and then answer questions in pairs or small groups about the root-based vocabulary.



← In **Part D** (“Extend and Explore”), students work individually and in partners/ small groups to create applications for the new vocabulary.



← In **Part E** (“Go for the Gold!”), students enjoy a variety of vocabulary activities and games for additional word-root practice and review.

## Objectives

Objectives #1, #4, #6, and #7

**Note:** Teach this four-page lesson plan before students work in their *Guided Practice Books*. Part A should be completed on the same day the lesson is taught.

## Teacher Notes

- This week’s lesson focuses on the Latin bases *duc, duct*, which mean “lead.” These bases were first presented in Level 5 of the *Building Vocabulary* series (Unit IV, Lesson 18). We begin the lesson with familiar *duc, duct* words and then introduce grade-appropriate vocabulary. This root generates many academic words with rich cognates and interesting word histories. Because of this, Part A may require extra instructional time.
- Students will already know some words built on this base, such as *conductor, produce, product, reduce, educate, abduct, aqueduct, and ductile*. All of these words, along with other cognates built on *duc, duct*, have a common meaning that has to do with “leading.”
- In some *duc, duct* words, the meaning of “lead” is obvious: to *abduct* is to kidnap by “leading” someone “away”; exceptional performers in sports or music can be *inducted* (“led” “into”) into the hall of fame; an *aqueduct* is a structure developed by the Romans for “leading” “water” from the countryside into urban areas; *ductile* metals can be hammered thin and “led” into wire.
- Many *duc, duct* words share the same prefixes. In some of these words, the base meaning of “lead” is less obvious, but it can be detected by comparing other *duc, duct* words with the same prefix. For example, the *conductor* of a symphony orchestra “leads” musicians “together” as they play. The idea of “leading” is present in cognate words beginning with the prefix *con*: our *conduct* is the way we “lead” ourselves and behave when we are “with” other people; a metal *conducts* electricity by “leading” the electrical charge “with” itself from one place to another; when we say that studying is *conducive* to good grades, we mean that such behavior “leads” “with” itself to a desired end. Even a *railway conductor* is responsible for taking the “lead” to make sure that everyone on the train works “together” for a safe trip.
- A *producer* is in charge of creating (“leading” “forth”) films and other theatrical *productions*. This word, frequently associated with elaborate Hollywood productions on the “big screen,” occurs in the saying, “Don’t make a production of it.” (For more *duc, duct* words that share the same prefix, see “Definitions for Teachers” in the *Vocabulary Definitions for Teachers* folder on the *Teacher Resource CD*.)
- The base *duc, duct* has produced many words with interesting histories. Reinforce the important concept that words have semantic histories. The word *produce* refers to the fruits and vegetables “led” “forth” from the ground. (See *Did You Know?* in the *Bonus Pages* folder of the *Teacher Resource CD*.) The meaning comes from the Romans’ belief in Mother Earth as a fertility goddess who physically led plants from the soil.
- The original *educators* in ancient Rome were servants responsible for raising the children of aristocratic families. These servants were charged with “leading” the children “out of” childhood into adulthood by teaching

## Teacher Notes (cont.)

them reading, writing, and arithmetic. Most of these servants were Greek slaves (called *pedagogues*, which is Greek for “those who lead a child” to school, hence our word *pedagogy*). Even today, we still view teaching as a “service profession” whose goal is the nurturing of children.

- The word *viaduct* (an overpass that “leads” the “road” [*via*- = “way, road”] over train tracks) was created through an analogy with the original Latin-based word *aqueduct* (a raised structure created by the Romans to “lead” “water” from the country into the city). Refer to Transparency #21 for more information.
- To *traduce* means to defame, ridicule, and expose to slander. We *traduce* someone’s reputation by spreading malicious rumors and saying mean-spirited things. This word, which literally means to “lead” “across” (prefix *tra-*, *trans-* = “across, change”), originates with the ancient Roman practice of “leading” military captives “across” the city during a triumphal procession. The Roman victors would line the streets and hurl slurs at their conquered enemies. The Romans also made their victims walk under Roman “triumphal arches” to symbolize their subjugation under the “yoke” of Roman rule.
- Some modern exercise machines work leg muscles called *hip abductors* (muscles we use to “lead” our legs out and “away from” the body). We exercise our hip abductors by pressing our thighs outward against resistance, “away from” (prefix *ab-* = “away, from”) the body. Other machines strengthen our muscles that “lead” our legs “toward” the body, called *hip adductors*. We exercise these muscles by pressing our thighs together

against resistance and bringing them “to toward” (prefix *ad-* = “to, toward, add to”) one another. It is interesting that in modern exercise physiology, the English language still turns to Latin roots to create new words for modern devices.

- The bases *duc, duct* appear in words that deal with math, logic, and argumentation. We *adduce* evidence or arguments to support our position. We “lead” these facts or explanations “to” our claim. A *deduction* is a conclusion or inference made by “leading” a general premise or theory “down” (prefix *de-*) to a specific application. Compare this meaning of deduction with its financial sense of *taking a deduction*. When we *deduct* an item from a list of expenses, we “lead” it “downward” from a column of numbers. Think of the word *markdown* in prices.

Direct students to *Guided Practice Book* pages 39–43 to find the activity pages for Unit II, Lesson 7, Parts A–E.

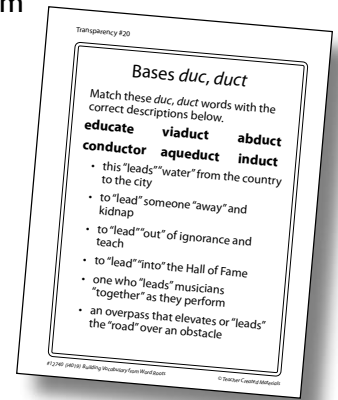


## Activate Background Knowledge

1. Write *duc, duct* on the board. Tell students that this week's lesson focuses on the Latin bases *duc, duct*, which mean "to lead." Tell students that this root is in many familiar words, although sometimes figuring out how the words mean "to lead" can be tricky.
2. Now write *educate, viaduct, abduct, conductor, aqueduct*, and *induct* on the board. Note that some of these words are very familiar and others may be new, but that each of these *duc, duct* words has a prefix to help them figure out the meaning. Ask students to work in pairs and use what they already know about these words or their knowledge of the prefixes to come up with a definition that includes "lead."
3. Invite a few students to share definitions for each word. Note similarities and differences in their definitions. If appropriate, point out how their definitions might be altered

if the words were used in the context of a sentence or conversation.

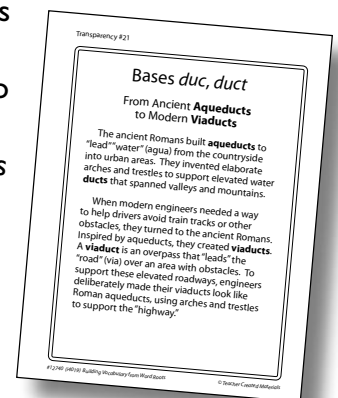
4. Show students **Transparency #20** and ask students to work with their partners once again, this time matching each of the words with the correct definition (*aqueduct* = this "leads" "water" from the country to the city; *abduct* = to "lead" someone "away" and kidnap; *educate* = to "lead" "out" of ignorance and teach; *induct* = to "lead" "into" the Hall of Fame; *conductor* = one who "leads" musicians "together" as they perform; *viaduct* = an overpass that elevates or "leads" the "road" over an obstacle).



## Teach New Concepts

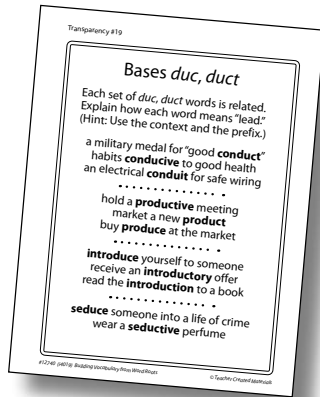
5. Ask students to compare their definitions to those on the overhead. Remind them that English words have interesting histories that are sometimes surprising. Ask if anyone recalls how the word *education* came to us from the Romans. **Note:** It was introduced in Level 5. If not, take a moment to share its history (see *Teacher Notes*).
6. Point out the words *aqueduct* and *viaduct*. Briefly ask students to think about how the meanings of these two words are similar and how they are different (e.g., they both have something to do with "leading," but *aqueduct*

is about water and *viaduct* is about roads and vehicles). Now show **Transparency #21**, which explains how modern engineers turned to the ancient Roman system of *aqueducts* to help them created elevated roadways, or *viaducts*, for cars.

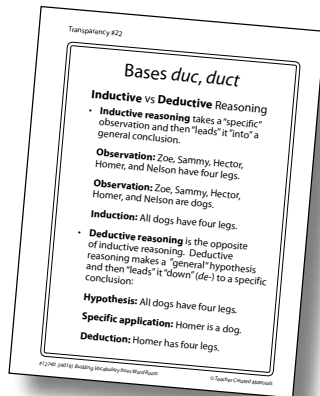


Teach New Concepts (cont.)

7. Using **Transparency #19**, ask students to work in pairs and see if they can figure out what each set of these *duc, duct* words have to do with "lead" (*conduct, conducive, conduit; productive, product, produce; introduce, introductory, introduction; seduce, seductive*). Remind students to use the sentence context and the meaning of each prefix for help. After students have worked together, ask volunteers to share their definitions and explanations for each of the words. As students offer different explanations, reinforce the concept of "lead" in their responses. **Note:** See "Definitions for Teachers" in the *Vocabulary Definitions for Teachers* folder on the *Teacher Resource CD* for more information about each of these words.



8. For further practice, use **Transparency #22** to guide a discussion of the differences between *inductive* and *deductive* reasoning.



Differentiation Strategies

Above Level Support

Have students compile a list of *duc, duct* words introduced in this lesson. Ask them to sort the words into as many categories as possible. For example, students may choose to sort the words by part of speech, suffix, etc.

English Language Support

Find picture clues that may help support students in this lesson. For example, provide a picture of an *aqueduct*. This visual can provide a concrete example of the word and how it is used correctly in context.

Below Level Support

As a preteaching strategy, preview the words that students will see in this lesson. Create a list of any words that students may have trouble pronouncing. Read these words into a listening device and ask students to listen with headphones while reviewing the list in print. For example, you may choose to articulate the words *aqueduct, conducive, abductors, and inductive*.

Guided Practice Pages Parts A–E

Guide students through pages B53–B55 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.



## Part A: Meet the Root

Students "divide and conquer" a list of words by identifying the word roots. See *Guided Practice Book* page 39.

Latin Bases *duc, duct* = "lead"

Unit II Lesson 7

### Divide and Conquer

Part A:  
Meet the Root

Directions: "Divide" the words below, then "conquer" them by writing the meanings of the prefixes and bases in the blanks. Write the meaning of the whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart.

	Prefix/Base means	Base means	Word means
1. abduction			
2. ductile	X		
3. conducive			
4. seductive			
5. productive			
6. deduction			
7. induce			
8. viaduct	vi- = way, road		
9. introductory			
10. induct			

**Definitions**

- alluring and tempting
- persuade someone to do something
- overpass or bridge
- effective; yielding results; creative, fertile
- a kidnapping
- preliminary; serving to introduce
- capable of being drawn or hammered thin
- enroll someone in an organization or group
- conclusion or inference
- leading to a desired result; contributive, helpful

**Prefix Bank**

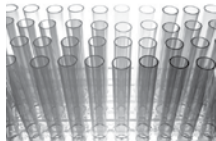
- ab- = away, from
- con- = with, together
- de- = down, off
- in- = in, on, onto
- intro- = inside, within
- pro- = forth, forward
- se- = aside

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## Answers

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>away, from + lead = a kidnapping</li> <li>X + lead = capable of being drawn and hammered thin</li> <li>with, together + lead = leading to a desired result; contributive, helpful</li> <li>aside + lead = alluring and tempting</li> <li>forth, forward + lead = effective; yielding results; creative, fertile</li> </ol> | <ol style="list-style-type: none"> <li>down, off + lead = conclusion or inference</li> <li>in, on, onto + lead = persuade someone to do something</li> <li>way, road + lead = overpass or bridge</li> <li>inside, within + lead = preliminary, serving to introduce</li> <li>in, on, onto + lead = enroll someone in an organization or group</li> </ol> |
|---|--|



## Part B: Combine and Create

Students complete sentences with the correct vocabulary words. See *Guided Practice Book* page 40.

## Answers

- introductory
- deduction
- induce
- conductive
- productive
- inducted
- ductile
- viaduct
- abduction
- seductive

Unit II Lesson 7

Latin Bases *duc, duct* = "lead"

### Part B: Combine and Create

#### Context Clues

Directions: Study the 10 words from the "Divide and Conquer" activity on page 39. Complete each sentence below with the *duc, duct* word that best fits the context. (You may add suffixes to the words.)

- The grocery store was advertising an \_\_\_\_\_ offer on a new, low-sodium, spaghetti sauce.
- "Brilliant \_\_\_\_\_ my dear Watson!" was a favorite saying of the fictional detective, Sherlock Holmes.
- What can I offer to \_\_\_\_\_ you to study your utmost for the final examination?
- Sitting on the couch all day while eating potato chips is not \_\_\_\_\_ to physical fitness.
- This weekend, I wrote two papers and read four chapters in my textbook. I made very \_\_\_\_\_ use of my time.
- He was \_\_\_\_\_ into the student honorary society because he had maintained a 3.8 grade point average for three semesters in a row.
- Many electricians believe that copper, one of the most supple and \_\_\_\_\_ metals on Earth, makes the best wire for a house's electrical system.
- Let's take the \_\_\_\_\_ so that we will not get delayed by the train that cuts through downtown.
- Journalists on all the local news channels were talking about the mysterious \_\_\_\_\_ of a five-year-old from the public playground.
- The radio announcer had a very attractive and \_\_\_\_\_ voice that made all listeners want to hear more about the products he was advertising.

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### Part C: Read and Reason

Students read a passage and answer questions about the vocabulary. See *Guided Practice Book* page 41.

### Answers

Answers will vary.

Latin Bases *duc, duct* = "lead" Unit II Lesson 7

### Reading for Meaning

Part C:  
Read and Reason

Directions: Read the passage and then answer the questions that follow.

**Prussia and Frederick the Great**

Prussia was once a great power in Europe, due largely to a series of kings named Frederick. In the 1600s, Frederick William I created the Duchy of Prussia and made it independent of Poland. His son, Frederick I, became the first King of Prussia and developed a large army.

When Frederick's son, Frederick II, became King of Prussia in 1740, he utilized his army in a campaign for Prussian aggrandizement. Many thought Frederick II, who became "Frederick the Great," made the most productive use of Prussia's resources. He inherited a country of two million people, which he doubled, while adding 30,000 square miles to his territory.

Frederick's father educated him to be a soldier and a thrifty administrator. His mother not believe that studying literature was conducive to being a commander. When the younger Frederick tried to flee from his angry father, he was arrested and stripped of his title. Eventually, however, young Frederick applied himself diligently to fiscal and military affairs and was reinstated as Crown Prince.

Frederick admired George Washington and sympathized with the cause of the American Revolution. Prussia was one of the first countries to establish commercial ties with the new United States of America. Frederick founded new methods for agriculture and manufacturing, but he also remained a patron of the arts and sciences.

Despite these accomplishments, Frederick is best known for his military prowess. Historians claim that he had a meddling spirit induced by a dictatorial temper and a restless mind. French orator Mirabeau said that Frederick's bluish-gray eyes "fascinated you...with seduction or with terror." Some called his reign one of "enlightened despotism."

1. Why, with all his accomplishments, is Frederick the Great remembered best for his military prowess?
2. What do you think "enlightened despotism" is?
3. What is the difference between "seductive" and "terrifying" eyes?

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Latin Bases *duc, duct* = "lead" Unit II Lesson 7

### Word Matrix

Part D:  
Extend and Explore

Directions: Using the prefixes and suffixes listed below, complete the matrix with as many *duc, duct* words as you can. You may consult reference works if necessary.

	con-	de-	in-	re-
-ion				
-ive				
-or				

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### Part D: Extend and Explore

Students fill in the chart by creating words from the word parts provided. See *Guided Practice Book* page 42.

### Answers

Answers will vary.



Latin Bases *duc, duct* = "lead" **Unit II Lesson 7**

**Add the Prefix** **Part E: Go for the Gold!**

Directions: In part A, add the correct prefix to produce the word that matches the definition. Then, in part B, complete the sentences, paying special attention to the italicized words.

**A. "Leading" words with prefixes**

Word	Definition
1. _____ duction =	a kidnapping
2. _____ duce =	fruits and vegetables for sale in a market
3. _____ ducive =	supportive of a desired end; beneficial
4. _____ ductive =	tempting and alluring
5. _____ duce =	to infer or conclude
6. _____ duction =	a making smaller in size or weight
7. _____ ducational =	instructive; enhancing learning
8. _____ duct =	to bring into an honorary society, a hall of fame, or the army

**B. "Leading" words without prefixes**

9. The purpose of furnace ducts is to \_\_\_\_\_

10. Copper is a ductile metal because \_\_\_\_\_

© Teacher Created Materials #50592—Building Vocabulary from Word Roots 43



**Part E:  
Go for the Gold!**

Students add the correct prefix to produce the word that is defined. Then students complete sentences by paying special attention to the vocabulary words used. See *Guided Practice Book* page 43.

**Answers**

1. abduction
2. produce
3. conducive
4. seductive
5. deduce
6. reduction
7. educational
8. induct
9. Answers will vary.
10. Answers will vary.

# Divide and Conquer

## Part A: Meet the Root



**Directions:** "Divide" the words below, then "conquer" them by writing the meanings of the prefixes and bases in the blanks. Write the meaning of the whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart.

	Prefix/Base means	Base means	Word means
1. abduction	_____	_____	_____
2. ductile	_____ X _____	_____	_____
3. conducive	_____	_____	_____
4. seductive	_____	_____	_____
5. productive	_____	_____	_____
6. deduction	_____	_____	_____
7. induce	_____	_____	_____
8. viaduct	_____ <i>via-</i> = way, road _____	_____	_____
9. introductory	_____	_____	_____
10. induct	_____	_____	_____

**Definitions**

- alluring and tempting
- persuade someone to do something
- overpass or bridge
- effective; yielding results; creative, fertile
- a kidnapping
- preliminary; serving to introduce
- capable of being drawn or hammered thin
- enroll someone in an organization or group
- conclusion or inference
- leading to a desired result; contributive, helpful

**Prefix Bank**

- ab-* = away, from
- con-* = with, together
- de-* = down, off
- in-* = in, on, onto
- intro-* = inside, within
- pro-* = forth, forward
- se-* = aside

**Part B:**  
**Combine and Create****Context Clues**

**Directions:** Study the 10 words from the "Divide and Conquer" activity on page 39. Complete each sentence below with the *duc, duct* word that best fits the context. (You may add suffixes to the words.)

1. The grocery store was advertising an \_\_\_\_\_ offer on a new, low-sodium, spaghetti sauce.
2. "Brilliant \_\_\_\_\_, my dear Watson!" was a favorite saying of the fictional detective, Sherlock Holmes.
3. What can I offer to \_\_\_\_\_ you to study your utmost for the final examination?
4. Sitting on the couch all day while eating potato chips is not \_\_\_\_\_ to physical fitness.
5. This weekend, I wrote two papers and read four chapters in my textbook. I made very \_\_\_\_\_ use of my time.
6. He was \_\_\_\_\_ into the student honorary society because he had maintained a 3.8 grade point average for three semesters in a row.
7. Many electricians believe that copper, one of the most supple and \_\_\_\_\_ metals on Earth, makes the best wire for a house's electrical system.
8. Let's take the \_\_\_\_\_ so that we will not get delayed by the train that cuts through downtown.
9. Journalists on all the local news channels were talking about the mysterious \_\_\_\_\_ of a five-year-old from the public playground.
10. The radio announcer had a very attractive and \_\_\_\_\_ voice that made all listeners want to hear more about the products he was advertising.

## Reading for Meaning

### Part C: Read and Reason



**Directions:** Read the passage and then answer the questions that follow.

### Prussia and Frederick the Great

Prussia was once a great power in Europe, due largely to a series of kings named Frederick. In the 1600s, Frederick William I created the Duchy of Prussia and made it independent of Poland. His son, Frederick I, became the first King of Prussia and developed a large army.

When Frederick’s son, Frederick II, became King of Prussia in 1740, he utilized his army in a campaign for Prussian aggrandizement. Many thought Frederick II, who became “Frederick the Great,” made the most productive use of Prussia’s resources. He inherited a country of two million people, which he doubled, while adding 30,000 square miles to his territory.

Frederick’s father educated him to be a soldier and a thrifty administrator. His mother focused his education on courtly life, music, and the arts. This angered his father, who did not believe that studying literature was conducive to being a commander. When the younger Frederick tried to flee from his angry father, he was arrested and stripped of his title. Eventually, however, young Frederick applied himself diligently to fiscal and military affairs and was reinstated as Crown Prince.

Frederick admired George Washington and sympathized with the cause of the American Revolution. Prussia was one of the first countries to establish commercial ties with the new United States of America. Frederick founded new methods for agriculture and manufacturing, but he also remained a patron of the arts and sciences.

Despite these accomplishments, Frederick is best known for his military prowess. Historians claim that he had a meddling spirit induced by a dictatorial temper and a restless mind. French orator Mirabeau said that Frederick’s bluish-gray eyes “fascinated you...with seduction or with terror.” Some called his reign one of “enlightened despotism.”

1. Why, with all his accomplishments, is Frederick the Great remembered best for his military prowess?

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2. What do you think “enlightened despotism” is? \_\_\_\_\_

---

3. What is the difference between “seductive” and “terrifying” eyes? \_\_\_\_\_

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**Part D:**  
**Extend and Explore**

**Word Matrix**

**Directions:** Using the prefixes and suffixes listed below, complete the matrix with as many *duc, duct* words as you can. You may consult reference works if necessary.

	<b>con-</b>	<b>de-</b>	<b>in-</b>	<b>re-</b>
<b>-ion</b>				
<b>-ive</b>				
<b>-or</b>				

## Add the Prefix

### Part E: Go for the Gold!



**Directions:** In part A, add the correct prefix to produce the word that matches the definition. Then, in part B, complete the sentences, paying special attention to the italicized words.

#### A. "Leading" words with prefixes

Word	Definition
1. _____ duction =	a kidnapping
2. _____ duce =	fruits and vegetables for sale in a market
3. _____ ducive =	supportive of a desired end; beneficial
4. _____ ductive =	tempting and alluring
5. _____ duce =	to infer or conclude
6. _____ duction =	a making smaller in size or weight
7. _____ ducational =	instructive; enhancing learning
8. _____ duct =	to bring into an honorary society, a hall of fame, or the army

#### B. "Leading" words without prefixes

9. The purpose of furnace *ducts* is to \_\_\_\_\_  
\_\_\_\_\_
10. Copper is a *ductile* metal because \_\_\_\_\_  
\_\_\_\_\_

