

**SORT**  
**30**

## Greek and Latin Elements *cap, ped, corp*

**Generalization** The element *cap* means “head” and “to take,” *ped* and *pod* mean “foot,” and *corp* means “body.”

**Student Objective** Recognize how the elements *cap, ped, pod,* and *corp* combine with other elements to create meanings, and sort, read, and spell words with *cap, ped, pod,* and *corp.*

### Materials

- Word Study Notebook, pages 117–120
- PearsonRealize.com
  - Interactive Sort
  - Writing Sort
  - Blind Sort
  - Speed Sort
  - Clue In 

Words		
<i>cap</i>	<i>ped</i>	<i>corp</i>
<b>decapitate</b>	<b>pedestrian</b>	<b>corpse</b>
captivity	pedal	corporate
captive	pedestal	corporation
capitol	expedition	corporal
capital	peddler	incorporate
captivate	centipede	corps
captain	pedicure	
	peddle	

## Introduce, Model, and Reflect

**Introduce** Display the words without headers to introduce them. *What do you notice about these words? Do you see any common word parts in some of the words?* Students may notice that some of the words share the word parts *cap, ped,* or *corp.*

**Expand Vocabulary** Display the words and read through them together. Talk about the meanings of *capital* and *capitol*. Write these sentences on the board:

- capital** • Albany is the *capital* of New York.
- capitol** • We hurried up the steps into the *capitol* to see our state legislature in session.

Ask: *What do you notice about these words?* (They are homophones; they are pronounced the same but they are spelled differently.) Have students guess the meaning of each word from the sentences. Clarify that *capital* means a city where the main offices of a government are located; *capitol* means a building where a legislature, or people who make laws, meets.

**Introduce the Sort** Display all the words and read them aloud. Ask: *How could we sort these words?* Take different answers, but guide students to notice the common elements that appear in some of the words: *cap, ped,* and *corp.* *Let's sort the words according to their elements, or word parts.* Place a header in each column. Read each element and bolded key word. *Why do you think decapitate is under cap?* (It contains the element *cap.*) *Why do you think pedestrian is under ped?* (It contains the element *ped.*) *Why do you think corpse is under corp?* (It contains the element *corp.*)

**Model** Model sorting a word in each column. Point to and read the word; then identify the element and the column where the word belongs. Say: *The word captivity contains the element cap. I will put captivity in the first column under cap. The word pedal contains the element ped. Where should I put pedal? I'll put it under ped. What element do you see in corporate? Where should I put corporate? Corporate contains the element corp, so I'll put it in the corp column.*

**Sort by Greek and Latin Elements** Have students complete the sort. Then read down each column and help students develop definitions for the elements. (The Latin word element *cap* means “head” and “to take.” The Latin *ped* and Greek *pod* both mean “foot” in this sort. *Corp* means “body.”)

Guide students to see how meanings of the elements are related to the definitions of the words. Start with words that are likely to be familiar to students, such as *pedal* and *pedestrian*. *What element do you see in pedal? (ped) What does ped mean? (foot) If you pedal your bicycle, what do you do? (You push with your foot to make it move.) What is a pedestrian? (a person who walks)*

Display *captain* and *captive* and discuss their meanings: *Captain* means “head of a group or team” and *captive* means “taken and held unwillingly.” *Which word has to do with the “head” of something? (captain) Which word*

*has to do with “to take”? (captive)* Continue to guide students to see how the meanings of the elements relate to the meanings of some of the words. (Example: *corporation* is a “body” of people who work together.) Then encourage students to use what they learned to figure out definitions of other words on their own. For each word ask: *How did you figure out that meaning?*

**Reflect** Ask: *What did you learn from this sort? How can knowing the meaning of a Greek or Latin element help you as a reader when you come to an unfamiliar word?* Encourage students to share their observations but be sure to talk about how learning the meanings of Greek and Latin elements such as *cap*, *ped*, and *corp* can help them figure out the meanings of new words. *What is the meaning of each element?* You might suggest that students write the meanings on the headers.

## Practice and Extend

---

**Sort Again** Have partners take turns sorting the words by Greek and Latin elements. Then have them read the words in each column to confirm that all the words belong in the column. Have partners practice sorting the words several times over the next few days.

**Buddy Sort** Have students work with a partner to do a blind sort. One student sets up headers for the elements *cap*, *ped*, and *corp*. Then partners take turns reading the sort words and pointing to the correct header. Encourage students to listen carefully when their partner reads the words.

**Writing Sort** Have students work independently to complete the Writing Sort on page 120. Then have them work in pairs.

**Say:** *Take turns reading aloud your sentences to a partner. When it is your turn to read a sentence, say “blank” in place of each word in the word pair. Have your partner say the missing words.*

**Rummy** Have pairs or groups of three combine their word cards to play an adaptation of Rummy. One player shuffles the cards, deals six cards to each player, and places the remaining cards face down. Players take turns picking and discarding cards. The object is to get two sets of three cards with the same Greek and Latin elements.

**More Practice** Schedule time for students to play Clue In, which you can download from PearsonRealize.com.

## Apply and Assess

---

**Additional Words** *capitalize, capitulate, capture, corpus, corpuscle, moped, pedometer, per capita*

**Additional Words Activity** Display the additional words. Read them aloud and discuss the meanings of words that are unfamiliar.

Then have partners write each word on a card, underline the Greek or Latin element, and add the cards to their original sort.

**Alternative Sort: Parts of Speech** Have students sort the words by these parts of speech: *Nouns, Verbs, Others*. When students

have finished the sort, challenge them to use one of the nouns and verbs together in a sentence.

**Assess** Select ten words (include words with each element) and call them aloud for students to spell on a piece of paper.

## Supporting All Learners

### School-Home Connection

**Define** Define ten of the words that are in your sort. You can either define in your own words or use a dictionary to look up the true definition. If there is more than one definition, choose the one that relates to the meanings of the elements you learned in school.

**Syllables** Choose ten words. Write each word with dashes to separate the syllables.

**Glue Them In!** Glue the words down in the correct categories in your journal. Make sure to glue them well, because you may need them again.

### Supporting Multilingual Learners

**Language Production** Give extra support and practice pronouncing the sort words. Help students remember the differences in pronunciation and meaning between the similar words: *corps* and *corpse*. (/kor/: a group of soldiers; /korps/: a dead human body)

**Language Transfer** Help Spanish speakers identify cognates with their English counterparts and look for patterns that may help them read and spell English words. The Spanish words *capitolio* (*capitol*), *capitán* (*captain*), *expedición* (*expedition*), and *corporación* (*corporation*) are examples. Ask: **Are the spellings of the Greek and Latin elements the same in English and in Spanish?** (yes) Point out that knowing the meaning of the element can help students figure out the meaning of an unknown word.

**Language Transfer** Have students point out words whose spelling is the same in Spanish and English. (*capital, pedal, pedestal*)

### Differentiated Support

**Extra Support** If students have difficulty understanding the meanings of the sorted words, you may want to offer them more support by providing context sentences. For example, for the word *captive*, say: **Many people are opposed to taking animals from their natural environments and putting them in zoos. They believe the animals suffer when they are held captive.** Ask what they think *captive* means in this context. (an animal that has been taken and is kept in a cage)

**Challenge** Have students brainstorm words with the Greek and Latin elements *cap*, *ped*, and *corp* without looking at the list words or additional words. Have them tell the meanings of the words. For example: A *pedometer* is an instrument that measures the distance someone travels by walking.

## Greek and Latin Elements cap, ped, corp

Sort  
30

cap	ped	corp
decapitate	pedestrian	corpse
corporate	peddle	peddler
pedal	incorporate	capitol
pedicure	corps	corporation
captivity	pedestal	centipede
corporal	captive	captivate
capital	expedition	captain



# Greek and Latin Elements cap, ped, corp

cap
<b>decapitate</b>

ped
<b>pedestrian</b>

corp
<b>corpse</b>



1. Write the meaning of each word root.
2. Read each pair of words and circle the word roots in each word.
3. Choose five pairs of words and write a sentence that uses each word pair.  
For example, *The pedestrian packed a backpack and went on a great expedition.* (pedestrian/expedition)

cap: \_\_\_\_\_

ped: \_\_\_\_\_

corp: \_\_\_\_\_

## Word Pairs

- |                       |                          |
|-----------------------|--------------------------|
| 1. pedicure/peddler   | 5. capital/capitol       |
| 2. corporate/corporal | 6. pedestrian/expedition |
| 3. captivate/captive  | 7. corps/corpse          |
| 4. pedal/peddle       | 8. centipede/pedestal    |

## Sentences:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_