

Week 4: Practice with Big Words

Lesson 1_ -ment as in assessment, -ness as in smoothness

Introduction 1 mins

We work to read and spell multisyllabic words. These are often called Big Words. Multisyllabic words -as the term implies-have multiple, (multi)-many syllables. A syllable is a unit of pronunciation that has a vowel. If I speak as a robot, I can break words into syllables. For example, in the word capital, I have cap-it-al, three syllables. In the word capability, I have ca-pab-il-it-y, five syllables. A syllable needs a Vowel.

Focus of the Day 1 min

Today we work with suffixes and base words. A suffix carries meaning and appears at the END of a base word. A base word is a word that can stand alone in speech. The two together make a new meaning. A suffix can be added to a noun and create a new noun, can be added to a verb and create a noun or can create an adverb.

Quick Review 2 mins_Flexibly reviewed

We worked with open syllables. Remember the word "NO" is an open syllable because its vowel sound is long, and it is not closed off by an ending consonant.

If we add a consonant to NO, like T - to make NOT, this now becomes a closed syllable because the vowel is *closed* off by a consonant. The vowel sound is no longer long, now it is a short vowel sound, /awh/ rather than /O/.

BUT if we change that T at the end of not to an R, it now becomes an r-controlled syllable. This is because the o does not make its long or short sound, but r-controlled, which sounds different. Listen to the o sound in nor compared to not. They are different. That is why we have to treat R controlled syllable differently than a closed syllable.

In a word like CLOUD, we have a vowel team. It has two vowels in it - OU - that team up. In this case, they make a slightly different sound which you can hear if you listen to the vowel sounds in the word cloud compared to the word not.

If we take a closed syllable like not and an E, now we have a VCE syllable. By doing this, we made the O long again by going from not to note.

Last, in a word like noble, we have consonant+le syllable. This is when a word ends with a consonant followed by an L and followed by an E. In words like these, the

C+LE syllable is unaccented. In the word noble, you can hear this - we say NOble, not noBUL.

Today we are going to work on reading longer words that have suffixes. Once we identify the suffix, we shall work with the base word. Remember, each syllable has a vowel so we will underline all the vowels and put a dot over silent Es. If we see C+LE pattern, we will underline it.

Remember the following:

- Digraphs are never broken apart. Th, sh, ch, ph, wh will stay together when we try to split words apart to identify the syllables.
- Blends most of the time are not broken apart.
- Double consonants (e.g., bottle) are usually broken apart.
- We should break after the vowel. If that doesn't work, we try after it.

Remember to be flexible!

Also remember, before we worked with prefixes which are affixes that can be added to the beginning of a base word to change its meanings. Now we will work with suffixes which are affixes that can be added to base words at the end to change the meaning. We will learn what the suffixes mean so that we can figure out the meaning of the new word when the suffix is added to the base word.

Explanations

Today we will work with the suffix **-ment** which creates a noun when added to a verb as in accomplishment: This changes the verb accomplish to the noun accomplishment: Something that is the achieved. For example, "He was able to accomplish a lot in one hour. That was quite an accomplishment!"

We will also work with the suffix **-ness** as in smoothness. -ness will be added to an adjective to create a new noun. In this case, -ness changes the word from a descriptor (smooth) to the general state (smoothness). For example, "The blanket is smooth, and I find the smoothness soothing."

We will use our strategy:

- When we see a suffix, we will draw a box around it.
- Then we will work with the base word. Remember, a syllable needs a vowel. When we have a vowel team, we will underline the vowel team. When we have a VCE syllable, we will underline the vowel that says its name and

place a dot on the silent e. When we see the C+le, we will underline it. When we see compound words, we can look for the word parts.

We should be flexible when working with syllables and read the word with the suffix and the base word. We should be thinking of the meaning of a word when working with a suffix and how the meaning of the base word changes.

Teacher Practice READING WORDS

The teacher reads from the list of words and explains the reasoning for the reading by isolating the suffix and breaking the word into syllables in the base word while also explaining the meaning of the words.

The teacher says,

We shall now practice reading words.

Watch me: I see this word (**achievement**). I will box the suffix (ment)- I will add a dot under each vowel and see a closed syllable, and ieve that says e-ve. The word is achievement and comes from achieve: "Hercules accomplished several achievements."

Activity 1: Collaborative Practice Reading Words

The teacher continues with the **words below**. For each word, the teacher should explain the suffix and base and define the new word.

First Set of Five Words: stubbornness, exactness, fulfillment, brightness, thickness

Second Set of Five Words: madness, accomplishment, appointment, engagement, politeness

First Set of Five Words

stubbornness, stub/born/ness [closed + r-controlled + suffix], meaning the state of being stubborn. Stubborn is an adjective, stubbornness is a noun. "I am stubborn. My worst characteristic is my stubbornness."

exactness, ex/act/ness [closed + closed + suffix], meaning the state of being exact. Exact is an adjective, exactness is a noun. "My teacher wants the exact answer on math problems. She expects exactness on our math homework."

fulfillment, ful/fill/ment [closed + closed + suffix], meaning something that is fulfilled. Fulfill is a verb. Fulfillment is a noun. "The company worked to fulfill our order. We hoped for fulfillment."

brightness, bright/ness [vowel team + suffix], meaning, the state of being bright. Bright is an adjective. Brightness is a noun. "The sun is bright. I am always surprised by its brightness."

thickness, thick/ness [closed + suffix], meaning, the state of being thick. Thick is an adjective. Thickness is a noun. "The book is very thick. It will be hard to find a book of equal thickness."

Second Set of Five Words

madness, [closed + suffix], meaning, the state of being mad or crazy. Mad is an adjective. Madness is a noun. "The noise is driving me mad. I am worried I am descending into madness."

accomplishment, ac/com/plish/ment [closed + closed + closed + suffix], meaning the act of accomplishing something. Accomplish is a verb. Accomplishment is a noun. "We had a lot to accomplish in order to prepare for the party. When it went well it felt like a major accomplishment."

appointment, ap/point/ment [closed + vowel team + suffix] meaning the act of appointing someone or assigning a job to someone. Appoint is a verb. Appointment is a noun. "We voted to appoint her class president. Her appointment will last for the school year."

engagement, en/gage/ment [closed + vce + suffix] meaning the act of being engaged or getting people engaged. Engage is a verb. Engagement is a noun. "The class engagement was highest when we got to do hands-on activities."

politeness, po/lite/ness [open + vce + suffix], meaning the state of being polite. Polite is an adjective. Politeness is a noun. "The substitute teacher was pleased with our politeness."

Students' practice as a group READING WORDS

Students read the same list as a group with the teacher and explain the reasoning.

The teachers says, "Let's read the list of words. We shall read the same list of words as I did. I want you to identify the suffix and think about the way that the base word can be divided in syllables. Remember that a syllable needs a vowel. Then read the word together and consider its meaning."

Activity 2: Independent Reading Application

Students practice reading a set of five words and explain their thinking pronouncing the word and its meaning. They are given 2 minutes to read the words and prepare to share with a partner. At the end, they generate sentences for those words.

The teacher says, "You will now have a list of words that are different from the ones we practiced. I would like you to read them and use our strategy: Box the suffix, break the base word into syllables, and read the word. You will have two minutes to read the words and determine the pronunciation of each of the words. Together, we shall discuss their meaning."

First Set of Five Words: involvement, statement, fairness, readiness, kindness

Second Set of Five Words: sickness, fitness, darkness, helplessness, employment

First Set of Five Words

involvement, in/volve/ment [closed + vce + suffix], meaning the condition of being involved. Involve is a verb. Involvement is a noun. "The principal hoped to involve all parents in the event, but involvement was optional."

statement, state/ment [vce + suffix], meaning the clear expression of something. To state is a verb. Statement is a noun. "We hoped the president would state his views on the matter and we were relieved when he made a statement."

fairness, fair/ness [vowel team/r-controlled + suffix], meaning the state of being fair. Fair is an adjective. Fairness is a noun. "Being fair is an important quality in a leader and we hope for fairness across our work."

readiness, read/i/ness [vowel team + open + suffix], meaning the state of being ready. Ready is an adjective. Readiness is a noun. "When the baby was ready to

walk, he showed a lot of signs of readiness like pulling himself up, standing unassisted, and acting more daring."

kindness, kind/ness [closed + suffix], meaning the act of being kind. Kind is an adjective. Kindness is a noun. "Being kind is an important trait in a friend, as is honesty. Being honest is a sort of kindness."

Second Set of Five Words

sickness, sick/ness [closed + suffix], meaning the act of being sick. Sick is an adjective. Sickness is a noun. "She got sick last week. We hope the sickness doesn't last long."

fitness, fit/ness [closed + suffix], meaning the condition of being fit. Fit is an adjective. Fitness is a noun. "She was very fit and always working out to improve her fitness."

darkness, dark/ness [r-controlled + suffix], meaning the condition of being dark. Dark is an adjective. Darkness is a noun. "When we turned out the lights, the room was dark. We were surrounded in darkness."

helplessness, help/less/ness [closed + closed + suffix], meaning the condition of being helpless. Helpless is an adjective. Helplessness is a noun. "The baby bird was helpless, but the helplessness did not last long as soon it learned to fly."

employment, em/ploy/ment [closed + vowel team + suffix] meaning the act or state of being employed or having a job. Employ is a verb. Employment is a noun. "He was happy with his employment and was excited to go to work each day."

The teacher says, "Now that you practiced reading on your own and were able to tell what syllable you read, take turns reading words with a partner. The goal is for you to be quick to tell where the vowel is or vowels and what syllable you are reading. Share a sentence for each of your words, too, as words are used in sentences and carry meaning."

Teacher modeling SPELLING WORDS

Teacher models spelling of two words. Teacher checks the spelling by rereading and examining each word for clarity and accuracy.

"Reading and writing are connected. If we can read words, we can also figure out how to spell them. If we know syllables, we can also check our

spelling. Now that we know suffixes, we can use this knowledge to spell words and better understand their meaning."

The word is (**happiness**). I hear -ness and the word happy. I will spell happyNess. However, when I add -ness, I drop the -y and add -I so the word is happiness. Happy is an adjective. Happiness is a noun. "She was happy. You could see the happiness in her eyes."

The word is (**loneliness**). I hear lonelyNess. Again, I need to drop the -y and add the -i. The word is loneliness. Lonely is an adjective. Loneliness is a noun. "He described the loneliness he felt on his solo expedition."

Teacher proceeds: freshness, slowness, softness, argument, movement, pavement

freshness, fresh/ness [closed + suffix] meaning the condition of being fresh. Fresh is an adjective. Freshness is a noun. "The florist put out new, fresh flowers. You could smell the freshness when you walked by the shop."

slowness, slow/ness [vowel team + suffix] meaning the condition of being slow. Slow is an adjective. Slowness is a noun. "Turtles are slow. They are known for their slowness."

softness, soft/ness [closed + suffix], meaning the condition of being soft. Soft is an adjective. Softness is a noun. "The man selling blankets said his was very soft. He guaranteed softness!"

argument, ar/gu/ment [r-controlled + open + suffix], meaning the condition of arguing. Argue is a verb. Argument is a noun. "I hate to argue but sometimes an argument can be fun."

movement, move/ment [vce + suffix], meaning the condition of moving. Move is a verb. Movement is a noun. "The hummingbird moves quickly. Sometimes its movements are imperceptible."

pavement, pave/ment [vce + suffix], meaning a place that is paved. Pave is a verb. Pavement is a noun. "I hope they pave the sidewalk soon. It would be nice to have some pavement to play hopscotch on."

Activity 3: Spelling Practice

Students practice spelling 5 words from teacher dictation. Students check each word and confirm accuracy.

"I will now ask you to spell words. You should always check your spelling and writing by rereading. Make sure to listen carefully to the vowel sound. Say the syllables, think of the suffixes, the sounds within each syllable to determine their type, and then spell each sound and check the word and think of its meaning."

First Set of Five Words

shipment, ship/ment [closed + suffix], meaning the action of shipping goods. In this case, ship is a verb and shipment is a noun. "We will ship the box tomorrow and the shipment should arrive on Sunday."

bailment, bail/ment [vowel team + suffix], meaning the relationship when one person transfers property physically to another without transferring ownership. "I loaned my toy to my friend as bailment. He played with it but it was still mine."

amusement, a/muse/ment [open + vce + suffix], meaning the state of enjoying something or finding it funny. Amuse is a verb. Amusement is a noun. "They wanted to amuse us and we watched them with amusement."

agreement, a/gree/ment [open + vowel team + suffix], meaning the act of agreeing. Agree is a verb and agreement is a noun. "Thankfully we agree on what to eat for dinner. We came to an agreement."

calmness, calm/ness [closed + suffix] meaning the state of being calm. Calm is an adjective and calmness is a noun. "The ocean is calm, and I find the calmness soothing."

Second Set of Five

shortness, short/ness [r-controlled + suffix] meaning the state of being short. Short is an adjective meaning small or small in time. Shortness is a noun. "I felt a sense of shortness of breath when I ran for the bus."

bleakness, bleak/ness [vowel team + suffix] meaning the state of being bleak. Bleak is an adjective. Bleakness is a noun. "The dark clouds made the day feel bleak, giving the whole landscape a feeling of bleakness."

steepness, steep/ness [vowel team + suffix] meaning the state of steep. Steep is an adjective. Steepness is a noun. "The mountain is steep. The steepness of the mountain made it difficult to climb."

treatment, treat/ment [vowel team + suffix] meaning the act of being treated or the manner in which one is treated. Treat is a verb. Treatment is a noun. "Our teacher showed fair and kind treatment to all students."

placement, place/ment [vce + suffix] meaning the action of putting something in a place. Place is a verb (it can be a noun also, but here it is a verb). Placement is a noun. "The coach was thoughtful about the placement of players on the field."

Activity 4: Writing Sentences from Dictation

Students write two sentences from dictation. Students are asked to reread their sentences for fluency.

"We are learning to read and spell words so we can become more accurate in reading and spelling words in sentences. I shall dictate to you a sentence. I would like you to write the words in the sentence. Listen:

Sentences:

This class attentiveness is to be admired by all, and this is something that finds us all in agreement.

The deadline of that snake caused us to make an adjustment to our hike.

Activity 5: Reading a Book and Answering Questions

Students read a chapter book with the teacher.

The readings are:

Choral Reading

Whisper reading

We practiced reading words and spelling words. We shall work on reading sentences within a book. We shall read the book _____. Yesterday we learned (address Beginning: Characters, Time, Place, Problem; Middle: Events and complications; End: Solution, Emotions if this is a narrative;

address main ideas and explanations if it is an informative text; address reasons and examples if this is a persuasive text).

Discussion and Response to a Question

Question:



BIG WORDS

Breaking Words + Building Meanings.



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