

Week 6: Practice with Big Words

Lesson 1_- Practice across affixes and Big words overall

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 prefixes, suffixes, and base words. A prefix carries meaning and will appear at the beginning of a base word. 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. There will be a new meaning. Remember 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 a 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 prefixes and suffixes. Once we identify the prefix and 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!

Explanations

Today we will work with prefixes and suffixes together in words and practice reading, spelling and thinking about their meanings and their meanings in sentences.

We will use our strategy:

- When we see a prefix or a suffix, we will box it by drawing 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 prefix and/ or suffix and the base word. We should be thinking of the meaning of a word when working with a prefix and 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 prefix/ 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 **misrepresentation** (the teacher writes the word). I see the **prefix** mis. I will box it. I see the **suffix** -tion. I will box it, too. I have the base representa. I will underline each vowel representa I will not break the blend so I will have re (open) pre (open) sent=- The word is represent and with the affixes is misrepresentation. You can hear that /s/ sounds as /z/. "I told my mom I was done with homework but that was a misrepresentation because I still needed to my math."

Activity 1: Collaborative Practice Reading Words

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

The teacher writes the words and models the decoding process, but DOES not immediately read the words; rather uses the strategy to read them.

First Set of Five Words: decompression, disinfectant, provisional, subordination, encouragement

Second Set of Five Words: misinterpretation, intercontinental, unconditional, imprecisely, precautionary

First Set of Five Words

decompression, de/com/pres/sion [prefix + closed + closed + suffix]. The prefix de- means opposite or reverse of. The suffix -sion means action of. The base word is compress. Decompression means the act of removing pressure. "Relaxing after school is a good form of decompression after all our hard work."

disinfectant, dis/in/fec/tant [prefix + closed + closed + suffix]. The prefix dis- means opposite of. The suffix -ant means something that does something. The base word is infect. Disinfect means something that is the opposite of infecting. "We sprayed the disinfectant on surfaces to stop the spread of germs."

provisional, pro/vis/ion/al [prefix + closed + suffix + suffix]. This word has two suffixes. The word provisional means existing for right now with a prefix pro- meaning forward and suffix -al meaning of or pertaining to. Provisional means temporary. "The provisional permit meant they were allowed to build for now."

subordination, sub/or/din/a/tion [prefix + r-controlled + closed + open + suffix]. The prefix sub- means means under. The suffix -tion means state of. The word subordination means the state of being lower in rank. "The boss expected subordination from the employees."

encouragement, en/cour/age/ment [prefix + r-controlled/vowel team + vce + suffix]. The prefix en- means to cause. The suffix -ment means action. The word encouragement means the action of giving support or confidence. "Before the game, our coach gave us a lot of encouragement that inspired us to play hard."

Second Set of Five Words

misinterpretation, mis/in/ter/pre/ta/tion [prefix + closed + r-controlled + open + open + suffix]. The prefix mis- means wrong. The suffix -tion means state of. To interpret means to make sense of. Misinterpret is a verb meaning to interpret something wrong. Addition -tion makes it a noun. A misinterpretation is the action of interpreting something wrong. "The homework instructions were open to misinterpretation which is how all of us ended up with different final results."

intercontinental, inter/con/ti/nen/tal [prefix + closed + open + closed + suffix]. The prefix inter- means between. The suffix -al means of or related to and turns nouns into adjectives. The word continent is the base and that is a noun meaning a landmass like Asia or North America. The word intercontinental means relating to traveling between the continents. "The intercontinental flight took us from Australia to the US."

unconditional, un/con/di/tion/al [prefix + closed + open + suffix + suffix] The prefix un- means not. This word has two suffixes, -tion and -al. The word conditional means with conditions or certain requirements that have to be met. Unconditional means without any conditions to be met. For example. "The love the teacher has for her students was unconditional - she would always care for them no matter what."

imprecisely, im/pre/cise/ly [prefix + open + vce + suffix]. The prefix im- means not. The suffix -ly turns adjectives into adverbs to describe actions, adjectives, or other adverbs. The word precise means with exactness and very careful to be correct. The word imprecisely means to do something lacking exactness and accuracy. "After imprecisely aiming at the target, the archer was not surprised when she missed completely."

precautionary, pre/cau/tion/ary [prefix + vowel team + suffix + suffix] The prefix pre- means before. This word has two suffixes -tion and -ary. The -ary turns a noun (like precaution) to an adjective. The word precautionary means carrying something out with measures done before to prevent anything negative happening. "As a precautionary measure, he wore a mask and gloves because the area was suspected to be contaminated."

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 prefix and/or 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 prefix and/or suffix, underline the vowels in the base word, 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: enjoyment, miseducation, incomprehensive, incapability, antithetical

Second Set of Five Words: decodable, indescribable, unremarkable, interconnected, mismatched

First Set of Five Words

enjoyment, en/joy/ment [prefix + closed + suffix]. The prefix en means to cause. The suffix -ment means state of. The word enjoyment means the state of taking pleasure in something. "In the summer, reading books is her source of enjoyment."

miseducation, mis/ed/u/ca/tion [prefix + closed + open + open + suffix]. The prefix mis- means wrong. The suffix -tion means action of. The word miseducation means the action of educating someone wrong. "The miseducation of children at was a huge problem and resulted to the school's change of program."

incomprehensive, in/com/pre/hen/sive [prefix + closed + open + closed + suffix]. The prefix in- means not. The suffix -ive means being. The word incomprehensive means not being able to be understood. "I read the old book twice and still found it incomprehensive!"

incapability, in/ca/pa/bil/i/ty [prefix + open + open + closed + open + suffix]. The prefix in- means not. The suffix -ity means being. The word incapability means being unable to do something. "His incapability to clean up after himself was quite annoying."

antithetical, anti/thet/ic/al [prefix + closed + closed + suffix]. The prefix anti- means opposite of. The suffix -al means of or pertaining to. The word antithetical means directly opposed. The word derives from the Greek word Antithetos (αντίθετος) which means placed in opposition. "My dad's opinion on whether we should get ice cream were antithetical to mine."

Second Set of Five Words

decodable, de/code/able [prefix + vce + suffix]. The prefix de- means reverse of, not to, undo. The suffix -able means able to be. The word decodable means able to be interpreted, to decipher a message, to translate a message. "I will work with my first-grade friend for him to practice reading a decodable book!"

indescribable, in/de/scribe/able [prefix + open + vce + prefix]. The prefix in- means not. The suffix -able means able to be. In the word describe, scribe derives from Latin and means to write down. Describe means to explain. The word

indescribable means not able to be described. "The thrill of the roller coaster was indescribable."

unremarkable, un/re/mark/able [prefix + open + r-controlled + suffix]. The prefix un- means not. The suffix -able means able to be. Unremarkable means not interesting or not able to be remarked on. "The day was unremarkable and much like any other."

interconnected, inter/con/nec/ted [prefix + closed + closed + suffix]. The prefix inter- means between. The suffix -ed makes verbs past tense or can make verbs into adjectives. The word interconnected means connected between or having parts linked. "Her devices were interconnected which meant she could share data between her phone, computer, and tablet easily."

mismatched, mis/matched [prefix + closed/suffix voiced as one syllable]. The prefix mis- means wrong. The -ed suffix makes verbs past tense or can make verbs into adjectives. The word mismatched means when people or things are not matched well or are matched wrong. "I could only find mismatched socks this morning so one is orange and the other is purple."

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 prefixes and suffixes, we can use this knowledge to spell words and better understand their meaning."

I want to spell the word **misappropriation**. I hear mis- appropriate- tion. I will spell mis, and then say the syllables for the base word: ap - pro- pri-a-tion. Misappropriation. However, when I check back, I see I should read mis -a-ppropriation. I should add a consonant as I should not break the blend and keep

the short sound in the: misappropriation. Misappropriation means an action that is inappropriate. "The misappropriation of drawing money from the bank cost him his job."

I want to spell the word **decompression**. I will follow the same strategy. I hear de-compress-ion. I will spell de com press ion. Decompression and check again. Decompression is the act of releasing pressure. "The decompression when we went up the mountain made my ears pop."

Teacher proceeds: submersion, unhappiness, reappointment, dishonesty

submersion, sub/mer/sion [prefix + r-controlled + suffix]. The prefix sub- means under. The suffix -sion means the action of. The word submersion means the state of being submerged or under the water. "Submersion for several minutes can lead to wrinkly finger tips."

unhappiness, un/hap/pi/ness [prefix + closed + open + suffix]. The prefix un- means not. The suffix -ness means state of. The word unhappiness means the state of being not happy. "We blamed our unhappiness on the never-ending rain."

reappointment, re/ap/point/ment [prefix + closed + vowel team + suffix]. The prefix re- means again. The suffix -ment means action of. The word reappointment means the action of being appointed again. "The reappointment of the mean boss was surprising and upsetting."

dishonesty, dis/hon/es/ty [prefix + closed + closed + suffix]. The prefix dis- means opposite of. The suffix -ty means quality of. The word dishonesty means the quality of being not honest. "Dishonesty is not something I look for in a friend."

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 prefixes and 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: repossession, unprofessional, disappearance, unpleasantness, predominance

Second Set of Five Words: underperformance, devaluing, interaction, disconnection, undeniable

First Set of Five Words

repossession, re/pos/ses/sion [prefix + closed + closed + suffix]. The prefix re- means again. The suffix -sion means action of. The word repossession means the action of retaking something. "When they fell behind on their payments, they were threatened with repossession."

unprofessional, un/pro/fes/sion/al [prefix + open + closed + vowel team + suffix]. The prefix un- means not. The suffix -al means state of. The word unprofessional means not the standards of what is expected in a particular job. "She noticed and reported some unprofessional behavior at the office."

disappearance, dis/ap/pear/ance [prefix + closed + r-controlled/vowel team + suffix]. The prefix dis- means opposite of. The suffix -ance means state of. The word disappearance means the state of being not visible or present. "The disappearance of the cookies from the cookie jar is quite a mystery."

unpleasantness, un/pleas/ant/ness [prefix + vowel team + closed + suffix]. The prefix un- means not/ The suffix -ness means state of. The word unpleasantness means the state of being not pleasant. "The unpleasantness of a papercut can ruin your day."

predominance, pre/dom/in/ance [prefix + closed + closed + suffix]. The word predominance means the state of being in greater number. "The soldiers fought to maintain their predominance."

Second Set of Five Words

underperformance, under/per/for/mance [prefix + r-controlled + r-controlled + suffix]. The word underperformance means a performance that is below expectations. "The athletes' underperformance unfortunately cost them the game."

devaluing, de/val/u/ing [prefix + closed + open + suffix]. The word devaluing means reducing or underestimating the value or importance of. "The influx of counterfeit goods was devaluing the reputation of the luxury brand."

interaction, inter/ac/tion [prefix + closed + suffix]. The word interaction means the action or state of communication between people. "The kind interaction between the two students showed their deep friendship and shared respect."

disconnection, dis/con/nec/tion [prefix + closed + closed + suffix]. The word disconnection means the action or state of being disconnected or isolated. "The storms led to disconnection of the power for several hours."

undeniable, un/de/ni/a/ble [prefix + open + open + open + suffix]. The word undeniable means not able to be denied or disputed. "He was the undeniable champion of the tournament as he won every match."

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:

She uses the disinfectant in the most incomprehensive time and that makes the experience of being around her rather unpleasant.

She often felt unartistic so it might seem like an implausibility that she took great enjoyment from art class.

Activity 5: Reading a Book and Answering Question

Students read with the teacher a chapter book.

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.



BIG WORDS

Breaking Words + Building Meanings.



BIG WORDS

Breaking Words + Building Meanings.



BIG WORDS

Breaking Words + Building Meanings.



BIG WORDS

Breaking Words + Building Meanings.



BIG WORDS

Breaking Words + Building Meanings.

