

Week 2: Practice with Big Words

Lesson 1_Introduction to prefixes (un-, mis-, dis-)

Introduction 1 mins

We will 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.

Task 1 min

Today we work with prefixes and base words. A prefix is a part that carries meaning and appears at the beginning of a base word. A base word is a word that can stand alone in speech. The two together make new meanings. Remember, Big Words consist of smaller parts called syllables. If we know how to read and spell those syllables, we can read and spell multisyllabic words. We have learned the six syllable types.

We will be flexible in their application. Remember a syllable needs a vowel.

Quick Review 2 mins

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 syllables 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 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 also include prefixes. A prefix changes the meaning of a base word. First, we will box the prefix, then we will 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 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 this does not work, we try after the vowel.

Explanations

Today we will work with prefixes. A prefix is an affix, a morpheme that will be at the beginning of a word. When a prefix is added to a word, it makes a new word as it carries meaning. We will work with the prefixes un-, mis-, and dis. Un-means not. For example, in the word unbutton, **Un** means not, so when added to button, it means to undo the button. **dis-** means apart from or opposite of. For example, in the word disorder, dis means apart from order, the opposite of order and not in order. **mis-** means wrong. For example, in the word mislead, mis means wrong, and the word means to lead someone to have the wrong direction.

We will use our strategy:

- When we see a prefix, we will draw a box around it.
- Then we have the base word. Remember, a syllable needs a vowel. When we have a vowel team, we underline the vowel team. When we have a VCE syllable, we underline the vowel that says its name and place a dot on the silent e. When we see the C+le, we 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 the base word. We should be thinking of the meaning of a word when working with a prefix 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 and breaking the word into syllables in the base word while also explaining the meaning of the words.

The teacher says,
We will now practice reading words.

undress. I will box the prefix UN and I will underline the vowel e. I see one vowel and have one syllable in the base word. The word is undress. Undress will mean the opposite of to dress, so to take off clothes. "You sometimes have to undress at the doctor's office."

misstep. I will box the prefix MIS, and I will underline the vowel e. I have one vowel and one syllable in the base word. The word is misstep. Mis means wrong, so this word means the wrong step. "I don't want to make a misstep at dance class."

distrust. I will box the prefix DIS. The base has one vowel, u, and I have one syllable. The word is distrust. This means not to trust, the opposite of trust. "She told one of my secrets and now I have reasons to distrust her."

Activity 1: Collaborative Practice Reading Words

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

First Set of Five

dissimilar, box the prefix dis. The base has 3 vowels and 3 syllables (sim/il/ar). The word is dissimilar meaning not alike. "Even though they were twins they were dissimilar."

misadventure, box the prefix mis. Underline the vowels. The base has 4 vowels, a, e, u, e. I notice the VCe and need to add a dot on top of the silent e. I have three syllables in the base word. I will break in between the two consonants (ad/v). I will now break (ad/ven) and finally /ture. The word is misadventure and it means the opposite of an adventure. "We thought we were going to the park but we got lost and it was a big misadventure."

unpaid, box the prefix un. Underline the vowels. The base has a vowel team and 1 syllable. The word is unpaid and it means not receiving money that is owed. "The extra shift was unpaid because the employee was still training."

unglue, box the prefix un. Underline the vowels. The base has a vowel team and 1 syllable. The word is unglue and it means to undo glue or unstick something. "We had to unglue the posters we hung up."

unmask, box the prefix un. Underline the vowels. The base has 1 vowel "a" and has 1 syllable, closed. The word is unmask and it means to remove a mask. "I hope the villain is unmasked by the end of the movie."

Second Set of Five

disobey, box the prefix dis. Underline the vowels. The base has 1 vowel "o" and two more, the vowel team "ey" that say /a/. There are two syllables. I will break after the o and have an open syllable. The word is disobey and it means to fail to obey or follow rules. "My brother gets in trouble when he disobeys my parents."

disconnect, box the prefix dis. Underline the vowels. The base has 2 vowels o and e and 2 syllables. I will break in between the same consonants: con/nect. The word is disconnect and it means to break the connection between. "I had to disconnect my game so I could do my homework."

misunderstand, box the prefix mis. Underline the vowels. The base has 3 vowels and 3 syllables (un/der/stand). I will break in between the two consonants (un/d) and before the s-blend (der/st). It is un/der/stand closed, r-controlled, closed. The word is misunderstand and it means to no understanding something. "I hope I did not misunderstand the directions for the test."

misinterpret, box the prefix mis. Underline the vowels. The base has 3 vowels and 3 syllables (in/ter/pret). I will break in between the two consonants and after the r-controlled, before the r-blend (in/ter/pret). The word is misinterpret and it means to incorrectly interpret something. "I think you are misinterpreting the situation."

unemployed, box the prefix un. Underline the vowels. The base has 4 vowels (e, o, y, e) and 2 syllables (em/ployed). I will break between the prefix and the base

and between the consonants in the base (em/ployed). Em is closed and ployed is vowel team. The word is unemployed and it means without a job. "He was unemployed so he applied to a few jobs last week."

Students' practice as a group READING WORDS

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

The teacher says, "Let's read the list of words. We will read the same list of words as I did. I want you to identify the prefix 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."

Teacher and students reread the words and the teacher selects at least two to ask students their 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.

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, underline the vowels, 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 will discuss their meaning." [Syllables, definitions, and sentences below as needed]

First Set of Five Words

unfit, un/fit, closed syllable- unfit, meaning not suitable or in a condition to do something. "The doctor said she was unfit for school based on her illness."

uneven, un/e/ven, open and closed syllable- uneven, meaning not even or balanced. "The teams were clearly uneven as our team lost 50 to 0."

unsafe, un/safe, VCE, silent e syllable-unsafe, meaning not safe. "Our teacher reminded us that running in the halls is unsafe."

disappear, dis/ap/pear, closed and vowel team syllable, disappear, meaning to not appear or be visible. "The magician can make the bunny disappear."

disengage, dis/en/gage, closed and silent-e syllable, disengage, meaning the opposite of engage or to disconnect. "We should not disengage from our work."

Second Set of Five Words

misconstrue, mis/con/strue, closed and vowel team syllable-misconstrue, meaning to construe or understand wrongly. "My words have been misconstrued."

misguide, mis/guide, vowel team syllable-misguide, meaning to guide wrongly. "The park ranger would not misguide us."

unknown, un/known, meaning the opposite of known. "He is an unknown artist but he is very good."

misbehave, mis/be/have, open and silent-e syllable- misbehave, meaning to behave wrongly. "If she misbehaves, she gets in trouble."

disagree, dis/a/gree, open and vowel team - disagree meaning to not agree on something. "My brother and I always disagree about what show to watch."

We will now check together. Put your finger on the first word,

- What's the first syllable
- What's the syllable type,
- What's the second syllable,
- What syllable type
- Read the syllables,
- What is the word?
- What is a sentence with that word?

Note: In case of an error, the teacher stops and offers immediate error correction.

OR

Students practice reading a set of five words and explain their type. They are given 2 minutes to read the words and prepare to share with a partner.

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 or vowels are and what syllable you are reading. Always think of the meaning of a word."

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." The teacher says,

I want to spell the word **miscalculate**. I will say the syllables: mis-cal-cu-late. I hear the mis prefix and the base word calculate. I will write the mis part. **Mis**. **cal** (the teacher writes cal), **cu** (the teacher writes cu), **late** (the teacher writes late.).

The teacher examines the vowels and syllables for the base word. Then explains the meaning (mis means wrong so miscalculate means the wrong calculation. Actually, the word calculate comes from Latin, from the word calculus, which was a small pebble on an abacus. The word was calculate and means to count). For example, "When he added 3 and 5 and got 9, I think he miscalculated."

Now I want to spell the word **dissimilar**. I will say the syllables: dis-sim-il-ar. I hear the dis prefix and the base word similar. I will write the dis part. **Dis**.

Sim (the teacher writes sim)

Il (the teacher writes il)

Ar (the teacher writes ar).

The teacher examines the vowels and syllables for the base word then explains the meaning (dis means opposite of so dissimilar means the opposite of similar meaning they are different. Similar comes from Latin, from the word similis - meaning like or the same. For example, "Even though they are both cats, my pet cat and a lion are very dissimilar."

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, the sounds within each syllable to determine their type, and then spell each sound and check the word and think of its meaning." [syllables, definitions, and sentences below as needed]

Words:

First Set of Five

uncommon, un/com/mon, meaning not common. Closed, closed syllable-uncommon, "The coin collector marveled at the uncommon coin he stumbled upon."

misfortune, mis/for/tune, r-controlled and silent -e syllable, misfortune-meaning an event causing bad luck or suffering. "We lost the game which was a misfortune, but at least we got ice cream after."

mishandle, mis/han/dle, closed and C+LE syllable; mishandle, meaning to handle wrongly. "I mishandled the vase and I broke it by accident."

dislocate, dis/lo/cate, closed and silent-e syllable, dislocate, meaning to move out of place. "She dislocated her shoulder."

disband, dis/band, closed syllable, disband, meaning to break apart an organization. "After the season, our team disbands."

Second Set of Five

unfortunate, un/fort/u/nate, meaning not fortunate. R-controlled, open, and VCe syllables. "The rainstorm was an unfortunate start to recess."

disinfect, dis/in/fect, meaning to remove any germs or get rid of anything that could infect someone. Closed and closed syllables. "Once we finish eating, I will disinfect the table."

misplace, mis/place, meaning to lose the place of something. VCe syllable. "Be sure not to misplace your folders for class."

unstable, un/sta/ble, meaning not stable. Open and C+le syllables. "The rock bridge was unstable, and we worried we would slip in the water."

misread, mis/read, meaning read something wrong. Vowel team syllable. "I misread the instructions and messed up my assignment."

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 will dictate to you a sentence. I would like you to write the words in the sentence. Listen:

Sentences:

We will uncover the truth and avoid disorder.

The room was untidy, and the mother asked with discomfort the children to tidy it up.

Activity 5: Reading a Book and Answering Question

Students read a chapter book with the teacher.

The readings are:

Choral Reading

Whisper reading

We practiced reading words and spelling words. We will work on reading sentences within a book. We will 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: