



Hands-On Learning

**Success with
Bigger
Words**

Primary Concepts®

Use this guide with either the Magnetic Bigger Words Kit or the Overhead Bigger Words Kit. Both include all the tiles you will need for the activities: inflectional endings, compound words, contractions, high frequency syllables, prefixes, suffixes, and root words.

Organization is the key to success with the tiles. The Overhead Bigger Words Kit comes with an organizer box in which you can sort and store the tiles. The Magnetic Bigger Words Kit comes with a binder and magnet boards for organizing and storing the tiles. After each activity, be sure to return the tiles to their places so you can easily find the tiles you will need for the next activity.

The Magnetic Storage and Display Binder pops up to form an easel on which you can demonstrate how to build and read bigger words. Just place a Magnetic Write and Wipe Word Builder into the plastic sleeve. The magnets adhere to the magnet board. The Magnetic Write and Wipe Word Builders serve also as student word building mats.

For these and other hands-on learning materials, consult a Primary Concepts catalog or visit our website at **www.primaryconcepts.com**.

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Bigger Words

Children who are experts at decoding one-syllable words often have difficulty when faced with words with more than one syllable. Multi-syllabic words follow many of the same conventions as single syllable words, but there are exceptions. Often the vowel sound changes in longer words. Some word parts in multi-syllabic words have predictable sound patterns that differ from single syllable words. And with multi-syllabic words, reading a word correctly depends on putting stress on the right syllable.

For all these reasons, it is important to spend time teaching specific strategies in decoding bigger words. One of the most effective strategies for helping children learn to decode bigger words is to build the words from their word parts. The activities that follow help guide children in building and reading bigger words.

These word parts will be explored:

Inflectional Endings Inflectional endings are suffixes that indicate tense, plurality, comparison, or part of speech. For example, the bigger word *looking* ends with the inflectional suffix *ing*. While it sounds complicated, inflectional endings are very common, and reading bigger words with inflectional endings is a fairly easy skill to learn.

Compound Words Compound words are made up of word parts that, together, form a single unit of meaning. The compound word *butterfly*, for example, is made up of the two root words *butter* and *fly*, but the words have a special meaning when the two words are combined.

Contractions Contractions are words that are made by combining two words, but one or more letters is replaced with an apostrophe. The contraction *haven't* is a combination of the two words *have* and *not*.

High Frequency Syllables Knowledge of high frequency syllables helps children develop fluency in decoding bigger words. The high frequency syllable *ca*, for example, can be found in the words *cable*, *cater*, *vacation*, *educator*, and so on.

Prefixes Prefixes are word parts that come at the beginning of words and modify the meaning of the root word. The word *reappear*, for example, is made up of the root word *appear* and the prefix *re*, which means “again.” *Reappear* means “to appear again.”

Suffixes Suffixes are word parts that are added to the ends of words and modify the meaning of the root word. For example, the word *hopeless* combines the root word *hope* and the suffix *less*; it means “without hope.” Sometimes a suffix changes the part of speech of a word. For example, adding the suffix *ance* to the verb *appear* creates the noun *appearance*.

Root Words Root word parts are the core of a word after all the affixes have been removed. The root word in the big word *unhelpfulness* is *help*.

Bigger Word Activities

The activities include three parts: a word building demonstration, independent practice with word building and writing, and an assessment of how well children read words similar to those in the activity.

Guided Word Building

Each activity in this guide starts with a demonstration of a concept that focuses on one of the word parts previously listed. To make it easy to find the tiles you need, organize the tiles by type: inflectional endings, compound words, contractions, high frequency syllables, prefixes, suffixes, and root words. See the lists on page 16.

On Their Own

When you have completed the interactive demonstration, have children build and write words on their own. You may wish to give each child a notebook in which to record these words. A simple spiral notebook with writing lines works fine. Children enjoy seeing their word lists grow each day. Later, you can ask children to read the words they have listed in their notebooks.

Assessing Progress

The goal of the activities is to help children develop skill in reading big words. Each activity ends with a list of words for children to read using the skills and concepts taught in the activity.



Activity 1: Inflectional Endings

Inflectional endings are an easy way to get started building bigger words.

Guided Word Building

Display inflectional suffixes: *s*, *es*, *ed*, *d*, *ing*, *y*, *ly*, *er*, and *est*. Show one root word at a time from the list below and invite the children to name words they can build by adding a word ending. Note the sound of the inflectional ending. The sound may vary from word to word. For example, the *ed* ending has the sound /t/ in *dressed*, the sound /d/ in *slowed*, and the sound /ed/ in *lighted*. Sometimes an inflectional ending is a syllable on its own (e.g., *cleaning*) and sometimes it isn't (e.g., *cleaned*). Make sure to use each word in a sentence to clarify its meaning for the children.

clean	cleans	cleaned	cleaning	cleaner	cleanest	
dress	dresses	dressed	dressing	dresser	dressy	
agree	agrees	agreed	agreeing			
slow	slows	slowed	slowing	slower	slowest	slowly
play	plays	played	playing	player		
miss	misses	missed	missing			
turn	turns	turned	turning			
light	lights	lighted	lighting	lighter	lightest	lightly
clear	clears	cleared	clearing	clearer	clearest	clearly



On Their Own

Have the children build words on their own using the inflectional suffixes and root words. Give each child a few root words to start. The children can share the inflectional ending tiles. Tell them to record the words they build in their notebooks.

Assessing Progress

Write the following words on the board, and ask children to read them. What is the ending? What is the root word?

cooked	stops	tallest	keeping	rainy
faster	wishes	folded	quickly	trying
painter	plants	boxes	colder	traded
sweetest	decided	softly	sunny	saving



Activity 2: Compound Words

Building compound words with root words helps children understand the fundamental concept that bigger words are often made up of easily recognizable word parts. For this reason, compound words are a great way to transition children from reading and writing simple one-syllable words to reading and writing longer words with more than one syllable.

Guided Word Building

Using the word lists on page 7, display a set of word tiles. Place the word beginnings on the left and the word endings on the right. Invite the children to combine pairs of words to make bigger words. For example, children might combine *camp* and *fire* to make *campfire*. Explain that these words are called “compound words.” Use each word in a sentence to ensure that children understand its meaning.

Continue with each different set of tiles in a similar way.



On Their Own

Have individual children or pairs work with the word tiles. Invite them to build as many words as they can. After they build words, they should write the words in their notebooks.

Challenge: For a challenge, suggest that children try finding matches for all 50 tiles to make 25 legitimate compound words.

Assessing Progress

Write the following compound words on the board, and ask the children to read them. What word parts do they see? Draw lines between the word parts (e.g., air/port).

airport

cowboy

pancake

backyard

doorbell

popcorn

barefoot

goldfish

skateboard

carpool

haircut

suntan

cookbook

ladybug

weekend



Word Lists: Compound Words

Set 1

bed bath play camp back bird
room tub ground house fire bone

Build:

bedroom bathroom bathtub playroom playground playhouse
campground campfire background backfire backbone birdhouse

Set 2

mail fire sand snow butter
man box paper ball fall place fly

Build:

mailman mailbox fireman fireplace firefly sandman
sandbox sandpaper snowman snowball snowfall butterfly

Set 3

rain sun water moon day candle night
coat set gown light fall stick

Build:

raincoat rainfall sunset sunlight waterfall moonlight
daylight candlelight candlestick nightgown nightlight nightfall nightstick

Set 4

finger work home foot
print sick ball man book room

Build:

fingerprint workman workbook workroom
homesick homeroom footprint football footman

Set 5

any every some time thing one where

Build:

anytime anything anyone anywhere everything everyone
everywhere sometime something someone somewhere



Activity 3: Contractions

Put two words together, add an apostrophe, and what do you have? A contraction! Building contractions with tiles helps children understand how contractions are formed, know what they mean, and remember how they are spelled.

Guided Word Building

Display the contractions listed on page 9, first Set 1 and then Set 2. Demonstrate how each contraction is actually made up of two words. (With the magnetic tiles, separate the word parts and remove the apostrophe.) For example, show the contraction *didn't* and then the words *did* and *not*.

didn't

did not

Explain that contractions are words in which one or more letters are not sounded in a word. When these words are written, the omitted letters are replaced with an apostrophe.



On Their Own

Give the children the tiles and have them build the contractions by joining the two word parts. (With the magnetic tiles, children place an apostrophe tile directly on top of a red letter or letters to create the word.) Tell the children to record the contraction as well as the two words that make up the contraction in their notebooks.

you're

you are

Assessing Progress

Write these contractions on the board, and have the children read them.

wasn't

let's

you'll

we'd

hasn't

there's

we've

couldn't

they're

can't



Word Lists: Contractions

Set 1

do does did have has
are is was were
not n't

Build:

don't doesn't didn't haven't hasn't
aren't isn't wasn't weren't

Set 2

I you he she it
we they let
am are is have will us
'm 're 's 've 'll

Build:

I'm
you're we're they're
he's she's it's
I've you've we've they've
I'll you'll he'll she'll it'll we'll they'll
let's



Activity 4: High Frequency Syllables

Automatic recognition of high frequency syllables helps children become fluent readers of big words.

Guided Word Building

Pick several words each day from the lists on page 11. Start with words with just two syllables, and progress to longer words. Begin by building a word with the tiles. Challenge the children to figure out how to decode it, sounding it out the best way they can. Does it sound like a word they know? Suggest that the children change the pronunciation of the vowels in one or more syllables and say the new guess aloud. Now is it close to a word they recognize? Make sure that the children understand that each guess is an important step in the process of decoding the word. Explain that sounding out long words is often a guessing game in which you try different possible sounds for the syllables until you figure out what the word is.

When you are finished presenting the words for that day, scramble the syllable tiles. Point to each syllable, and have the children read the syllable aloud. In some cases, the children can pronounce a syllable in more than one way. For example, the *i* in *ti* could have a long sound as in *tiger* or a short sound as in *vertical*. Make sure that children know how to pronounce these common syllables with special pronunciations: *tion* /shun/, *ture* /cher/, *ous* /us/, *tive* /tiv/, and *sion* /shun/.



On Their Own

Dictate the words you presented that day. Have the children use the scrambled syllable tiles to help them write the words in their notebooks.

Assessing Progress

Write multi-syllabic words like the following on the board, and ask children to read the words.

ancestor	carpet	cucumber	diagram	eleven	finalist
forbid	lazy	major	material	manners	parade
pencil	razor	reality	siren	torpedo	verdict



Word Lists: High Frequency Syllables

Two-Syllable Words

action	actor	also	cable	cider	comet
comma	comment	deny	diet	forest	forty
mansion	mature	moment	motion	motor	nation
native	nature	open	paper	party	penny
person	poet	polar	pony	table	tension
tiger	tiny	title			

Three-Syllable Words

attention	carpenter	commotion	company	condition	curious
decision	detention	diary	division	edition	emotion
formation	formula	idea	manual	musical	mutiny
penalty	personal	petition	poetry	position	potato
radio	relation	serial	serious	terrible	unison
vertical					

Four-Syllable Words

animation	calculator	community	comparison	competition	composition
education	emotional	escalator	estimation	eternity	expedition
experiment	indication	information	interested	invitation	isolation
radiation	reality	territory	violation		

Five-Syllable Words

association	communication	educational	international	nationality	personality
radioactive	reformatory	university			



Activity 5: Prefixes and Suffixes

Add the prefix *dis* and the suffix *y* to the root word *cover* and what do you get? You have *discovery*! In this activity, students discover how longer words can be made by adding prefixes and suffixes.

Guided Word Building

Starting with Set 1 on page 13, display a set of tiles with prefixes on the left and suffixes on the right. Display one root word at a time. Invite the children to add prefixes and/or suffixes to the root word to make bigger words. For example, they might add the prefix *dis* and the suffix *ance* to the root word *appear* to make the big word *disappearance*. Have the children say the built word and use it in a sentence. Point out how the meaning of the root word changes with the addition of the prefix or suffix (e.g., the prefix *re* means “again” so the word *review* means “to view again”). See page 14 for a list of some useful meanings of prefixes and suffixes.

Continue with each different set of tiles in a similar way.



On Their Own

Have individual children or pairs work with the word tiles. Invite them to build as many words as they can. After they build words, they should write the words in their notebooks.

Challenge: For a super challenge, suggest that children use all 70 prefix, suffix, and root word tiles to build a set of words.

Assessing Progress

Write the following words on the board, and invite the children to read them. What word parts do they see? Draw lines between the word parts (e.g., cheer/ful).

cheerful

transfer

goodness

reheat

careless

prefix

proceed

compare

admit

unhappy

permit

failure



Word Lists: Prefixes and Suffixes

Set 1

prefixes: re dis de un com
suffixes: ly ment less ful ship able ness y

Build:

agree	disagree	agreement	disagreement	disagreeable	agreeable
clear	clearly	unclear	unclearly		
count	discount	recount			
cover	recover	discover	uncover	recovery	discovery
dress	undress	dressy			
fresh	refresh	freshly	refreshment	freshness	
friend	friendly	unfriendly	friendship		
hard	hardly	hardship	hardness		
help	helpful	unhelpful	helpless		
light	delight	lightly	delightful		
part	depart	department	partly	compartment	
play	replay	display	playful		
member	remember	membership			
pend	depend	dependable			
turn	return	returnable			
appear	disappear	reappear			

Set 2

prefixes: pre re inter ad in im ex
suffixes: er ure ion or able

Build:

view	review	preview	interview	reviewer	interviewer
vent	prevent	prevention	preventable	adventure	
	invent	inventor	invention	intervention	
miss	mission	intermission	admission		
mark	marker	remark	remarkable		
tend	pretend	intend	tender	pretender	extend
press	pressure	impress	impression	express	expression



Set 3

prefixes: re per trans im pro con ob ex in dis
suffixes: ation ance ant ion ive

Build:

form	reform	inform	information		
	perform	performance	transform	transformation	
port	report	transport	transportation	import	important
	importance	export			
test	retest	protest	contest	contestant	
appear	appearance	reappear	disappear	disappearance	
ject	reject	rejection	inject	injection	project
	projection	object	objective	objection	
struct	instruct	instruction	construct	construction	
	obstruct	obstruction			
act	action	active	react	reaction	exact

Prefixes, Suffixes, and Their Meanings

<u>prefix</u>	<u>meaning</u>	<u>example</u>
re	again, back	reappear, replay
pre	before	preview
trans	across	transportation
ex	out	exhaust
con	with	conform
un	not	unclear

<u>suffix</u>	<u>meaning</u>	<u>example</u>
able	can	agreeable
ful	full of	playful
less	without	helpless



Activity 6: Super Long Words

Many long words can be decoded more easily once all the prefixes and suffixes are identified.

Guided Word Building

Build long words with the prefix, suffix, and root word tiles, and invite the children to read the words. Separate the word parts to help children decode these difficult words. Remind the children that they can decode long words more easily if the words are broken into recognizable word parts.

un/im/port/ant

dis/in/form/ation

de/light/ful/ly

re/in/vent/ed

per/form/ance/s

im/press/ion/able

un/re/mark/able

help/ful/ness

re/dis/cover/ed

pre/ad/dress/ed

form/less/ness

re/sign/ation

With the last word, *resignation*, point out that sometimes the pronunciation of the root word changes when a prefix or suffix is added. In this case, the root word is *sign*. If you add the prefix *re*, you get *resign*. Then if you add the suffix *ation*, you get *resignation*. The word part *sign* is pronounced differently in each word.

sign

resign

resignation



On Their Own

Mix up the word parts you used for the activity. Dictate the words, and have the children write them in their notebooks, using the word parts as a guide.

Assessing Progress

Write these words on the board, and have the children read them. Ask them to identify the prefixes and suffixes.

instructor

pretending

enjoyment

clearance

projector

conservative

permission

adjective

disappointment

performer

refreshing

interruption



Bigger Word Tiles

Compound Words

beginnings:

any back bath bed bird butter camp candle day every finger fire
foot home mail moon night play rain sand snow some sun water
work

endings:

ball bone book box coat fall fire fly gown ground house light
man one paper place print room set sick stick thing time tub
where

Contractions

are did do does has have he here I is it let
she that they was we were what who you
am are have is not us will
'm 're 've 's n't 's 'll

High Frequency Syllables

a ac al an as at ble ca cal car ci com
con cu de der di e ed el es est et ex
fi for ger i in la lar ma man ment mo mu
na ni ny o ous pa par pe pen per po ra
re ri ry se si sion so son ta ten ter ti
tion tive tle to tor ture ty u ver vi

Prefixes

ad com con de dis ex im in inter ob per
pre pro re trans un

Suffixes

able ance ant ation ful ion ive less ment ness or
ship ure

Inflectional Endings: d ed er es est ing ly s y

Root Words

act agree appear clean clear count cover dress form fresh friend hard
help ject light mark member miss part pend play port press short
sign slow struct tend test turn view vent



Primary Concepts Bigger Words Resources

Magnetic Bigger Words Kit (1–3) Teach students about all kinds of bigger words: compound words, contractions, prefixes and suffixes, and multi-syllabic words. Plus, there's a pop-up magnetic binder easel for convenient storage and demonstration.

Overhead Bigger Words Kit (1–3) Demonstrate multi-syllabic words, compound words, contractions, and prefixes and suffixes. All are included in our Overhead Storage Box for easy storage and retrieval.

For these and other language arts resources, visit us at www.primaryconcepts.com.

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