Summarizing

Using the completed graphic organizer, have students write summaries of the first section; then have volunteers share what they have written and discuss them briefly. Then have students write summaries of the remaining sections of the book independently. Have students share their summaries and discuss ways to improve them.

Decoding Longer Words

Base Words with Suffixes -ment, -ness, -ion

Teach/Model  Review the term suffix (an ending that changes the meaning of a base word or the part of speech). Readers look for suffixes and find the base word in order to say and understand the longer word. Three common suffixes are -ment, -ness, and -ion.

Have students name each base word and suffix listed in the first column of the chart. Read aloud the Meaning Note as students follow along. Have students restate the note in their own words.

Use the first row to model building a word and thinking about meaning.

MODEL  The base word is excite. When the suffix -ment is added, the word is excitement, which names a feeling of being very excited, as in the phrase “thrills and excitement.” There is no spelling change in the base word.

Have students take turns similarly modeling the building of suffixed words using the example in each row of the chart. Prompt them to note the y changed to i in happiness and the dropped final e in confusion.

Review students’ answers to the questions under the chart. Help them to verbalize their understanding of why and how to look for base words and suffixes.

Apply/Comprehension Check

Students work independently. For the Apply items, have students tell how they used the CLARIFY/PHONICS strategy to figure out the words with suffixes, as well as any other words in the text. Discuss responses to the Comprehension Check.

Making Words

Use the activity to the left. See pp. T65-T67 to review the procedure.