

## What's the Matter? C15



Focus Morpheme		Vocabulary
Suffix	-ment	• experiment • equipment • arrangement • enjoyment • movement • improvement • environment • document
Pronunciation	The suffix <i>-ment</i> is pronounced /mənt/.	
Etymology of <i>-ment</i>		Activating Prior Knowledge
Origin	Latin	• What are the three states of matter?
Meaning	the act of, the state of, the result of	• Which states of matter do you see in the photo above?
Example: measurement	Look at the word <b>measurement</b> . The base is <b>measure</b> . By adding the suffix <b>-ment</b> , we create the word <b>measurement</b> , meaning "the result of measuring."	

# What's the Matter?

**Getting Started:** Before showing students **Card C15**, write *-ment* on the board and say:

- *Today's morpheme is the suffix -ment.*
- Write the word **excitement** on the board. *In a word, the suffix -ment is pronounced as it looks: /mənt/. Read this word with me.* Circle the suffix. *What is the base? (excite)*
- *What other words can you think of that end with the suffix -ment?* List students' responses, circling the suffix in each.
- *Looking at these words, what do you predict the suffix -ment means?* Record students' predictions.

PAGE 1

## Introducing the Morpheme

Display page 1 of the digital version of the student card. Say: *Look at this page. What do you notice?* Students may talk about the photo, the title, or the Vocabulary words.

### Etymology

- *Let's explore the etymology of the suffix -ment. What is the origin?* (Latin)
- *Now let's compare the meaning of the suffix with our predictions.* Discuss as appropriate.
- *Look at the example word, measurement. By adding the suffix -ment to the word measure, we create the word measurement, meaning "the result of measuring."*
- *The word measure is often used as a verb. What part of speech is the word measurement?* (noun)
- *Adding the suffix -ment usually creates nouns.*
- *Turn to a partner and use the word measure in a sentence. Provide time. Now use the word measurement in a sentence.*

### Extension

All the words in the Vocabulary list are nouns. Two of them can also be verbs—challenge students to figure out which ones (**experiment, document**).

### Vocabulary

- *Let's read aloud the Vocabulary words.*
- Circle the suffixes and underline the base elements. *Notice that some of these words have a base (a complete word) before the suffix. These bases are verbs.* Verbs: *arrange, move, equip, enjoy, improve.* *Other words on this list have a root (not a word on its own) before the suffix.* Roots: **experiment** (explained further on the student card), **environment, document**
- *Compare the list of words we created to the Vocabulary list.*

### Activating Prior Knowledge

Students are typically taught three states of matter: solid, liquid, gas. Plasma is sometimes considered a fourth state of matter.

PAGES 2–3

## Reading Words in Context

Display pages 2 and 3. Read the text *to* students, pausing periodically for discussion. Then, invite students to read portions of the text *with* you.

- Discuss each example of a chemical change. Is there an odour? A change in colour? A change in temperature? Can the change be reversed? Are bubbles or a new solid formed?
- Talk about the format of the **experiment**—the list of materials and the procedure. Discuss the importance of clear, straightforward instructions.
- Ask students to predict the result of the **experiment** and explain their reasoning. Do they think this **experiment** will result in a physical or chemical change? (The baking soda and vinegar combine to create carbon dioxide gas—CO<sub>2</sub>. This is a chemical change. The gas expands because the particles are in constant **movement** at a high speed. The CO<sub>2</sub> fills the space in the bottle and the space in the balloon, causing it to inflate.)

### Vocabulary Connections

You might choose to discuss previous **experiments** students have done. What were they testing? Discuss why it is important for scientists to conduct **experiments**.

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## Consolidating Learning

### Word Study

Invite students to add the details about today's morpheme to their Word Study notebook. Post **Wall Card C15.1**.

**Word Sort:** Students could work in pairs to discuss and sort the words. Correct responses:

Words with a Base (A base is a complete word.)		Words with a Root (A root is not a complete word.)	
agreement	amazement	sentiment	condiment
treatment	statement	document	experiment
payment	amusement	fragment	
placement			

### Writing Connections

Before students begin, discuss various types of instructions (e.g., recipes, games, furniture assembly instructions) and why instructions are important. Remind students that their instructions for this task should be detailed, in the correct order, and clear.

If students conduct the **experiment**, they should wear safety goggles, avoid getting vinegar on their hands, and avoid breathing in the gas created when vinegar and baking soda are mixed.

### Connections

Connect the information in the reading passage to the outcomes in your Science curriculum and to previous teaching, if applicable.

### Time to Talk

Examples of *physical changes* for our **enjoyment**: freezing water into ice for skating rinks, boiling water to make tea or hot chocolate. Examples of *chemical changes* for our **enjoyment**: burning wood at a campfire, baking or cooking food, setting off fireworks.

### Extension

Invite students to read aloud and discuss their completed instructions with a partner. Students will likely recognize the need for revisions (especially to the order and for clarity).