

Lesson 1: Words ending in '-tious' and '-ious'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words ending in '-tious' and '-ious'

This Week's Words

ambitious	fictitious	repetitious	curious	notorious
infectious	nutritious	amphibious	devious	obvious

Revise

Starter:

- Recap a selection of Stage 4 words by asking the children how they would sort the words. Allow time for discussion, children could use whiteboards to write their answers.
- There are various answers, but attention should be drawn to the suffixes. Share 1.1.

Introduction

This Week's Words:

- Share this week's words on 1.2. Check for understanding and correct punctuation. What do all these words have in common? Establish that they are all adjectives.
- Ask children to sort the words into two groups; words ending in '-tious' and those ending in '-ious'. Share 1.3.

Etymology:

- Share 1.4 and 1.5 explaining the etymology of 'amphibious' and 'fictitious'.

Syllable Maps:

- Ask the children to work with a partner to clap out the syllables in this week's words on 1.6.
- Clap out and map the syllables for 'in|fec|tious'. Children then work with a partner/individually to work out where the syllable breaks are in 'am|phib|i|ous' and 'no|to|ri|ous'. Share answers and correct where necessary on 1.7.
- Children to complete identifying the syllables with the remainder of their words using 1.8. Answers on 1.9.

Phoneme Maps:

- Look at the sounds that words 'obvious', 'ambitious' and 'curious' make.
- Model how to identify these sounds with the first word. Draw a dot underneath each individual sound. Where there are digraphs and trigraphs, where two or three letters make one sound, a line should be drawn.
- Ask the children to complete the remainder either independently or with a partner. Check answers and correct where necessary. 1.10.

Main Teaching Input

- Share 1.11 which explains that some of this week's suffixes sound like /shus/ while others sound like /ee/-/us/.
- How do we know which ending it is?
- The /shus/ words have the 'tious' suffix.
- The noun form of that word ends in 'tion'.
- Which of this week's words does this apply to? Can children work out the noun form of 'repetitious', 'ambitious', 'nutritious' and 'fictitious'?
- Share 1.12 which highlights the words ending in /ee/-/us/. Can children think of any more words that share that ending? (various, glorious, victorious, envious, serious, etc.)
- Ask children to identify the missing word from each sentence. 1.13 and 1.14. Answers on 1.15 and 1.16.



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Independent

Choose the activity that best matches the abilities of the children in your class.

- **Simplify** - Dictionary Skills: Children to find the dictionary definitions of this week's words and then write their own sentences using these words 1.17. Possible answers on 1.18.
- Challenge: How many of their words can they use in a sentence?
- **Expect** - Share 1.19 with the children. Explain that they are going to complete the Word Shed grid based on the word 'amphibious'.
- Possible answers on 1.20.
- Ask the children to complete the four sections:
 - Definition
 - In a sentence
 - Antonyms
 - Synonyms
- In the examples and non-examples, encourage students to say why they have made their choices, e.g., goldfish in non-example because it lives in water but not on land.

Consolidation

Morphology Matrix:

- Investigate how to build additional words based on this week's words by adding suffixes and/or prefixes to the root or base word 'infect', e.g., disinfected, reinfections, superinfection, etc. 1.21. Possible answers on 1.22.

Extended Learning

Spelling Shed @ Home:

You may wish to use this activity sheet as a way to extend learning beyond the classroom. Alternatively, it can be used in the classroom as a focus activity.