



dsf

Dyslexia - SPELD
Foundation

Level 1
Unit 1



WordTM Origins

A word study
program for
grades 3 and up








WEEK 8:

Target Morpheme: **press**

	Lesson 1: Pressure	Lesson 2: Suppress	Lesson 3: Express	Lesson 4: Compress	Lesson 5: Review
Phonological	5 phonemes /p/ /r/ /ɛ/ - /sh/ /er/	6 phonemes s/ /ə/ - /p/ /r/ /ɛ/ /s/	7 phonemes /e/ /k/ /s/ - /p/ /r/ /ɛ/ /s/	7 phonemes /k/ /ə/ /m/ - /p/ /r/ /ɛ/ /s/	Review target words
Orthographic	p r e s s u r e	s u p p r e s s	e x p r e s s	c o m p r e s s	Review morpheme matrix
Semantic	Pressure is force caused by pressing hard on something.	To suppress something is to force it to stop or hide.	To express something is to show what you think or feel, or force something out.	To compress something is to squeeze it to take up less space.	Complete dictation exercises
Morphological	press – to press or hold tight ure – action or process + pressures, pressured, pressuring	sup – under press – to press or hold tight + suppresses, suppressed, suppressing, suppression(s), suppressor(s), suppressively	ex – out, away press – to press or hold tight + expresses, expressed, expressing, expressor(s), expression(s), expressible, expressive, expressively	com – with, together press – to press or hold tight + compresses, compressed, compressing, compressor(s), compression, compressible, compressive, compressions, compressively	Read short passage Word associations
Syntactic	Pressure is a noun. It can also be a verb. In a sentence, pressure could be the subject or part of the predicate.	Suppress is a verb. In a sentence, suppress could be part of the predicate.	Express is a verb. It can also be an adjective or a noun. In a sentence, express could be part of the subject or the predicate.	Compress is a verb. In a sentence, compress could be part of the predicate.	
Etymological	Pressure is of Latin origin, from <i>pressura</i> , meaning “a pressing.”	Suppress is of Latin origin, from <i>suppressus</i> , meaning “to press down, stop, or hold back.”	Express is of Latin origin, from <i>expressare</i> , meaning “to press out” but also “to represent, describe, or speak one’s mind.”	Compress is of Latin origin, from <i>compressare</i> , meaning “to press together.”	
Application Activity	Generate situations, contexts, and examples	Examples/ non-examples	Complete a word web	Word building using morpheme tiles	
Review	Say and write target word	Say and write target word	Say and write target word	Say and write target word	

pressure

<p>Review Prior Learning 1–2 minutes</p> 	<p>Read the definition, students chorally spell and say the morpheme.</p> <hr/> <p>Definition → Morpheme:</p> <ul style="list-style-type: none"> • away, apart (dis-) • capable of (-able, -ible) • to build or pile up (struct, stroy) • one who does or makes (-or, -er) 	<p>Spell and say the morpheme, students chorally respond with the definition.</p> <hr/> <p>Morpheme → Definition:</p> <ul style="list-style-type: none"> • -ing (continuous tense verb) • tract (to pull) • port (to carry) • con- (with, together) 										
<p>Phonological Form 1–2 minutes</p> 	<p>Say and have students chorally repeat each of the following:</p> <hr/> <p>Word: pressure Syllables: pre - ssure Phonemes: /p/ /r/ /ě/ - /sh/ /er/ Repeat word: pressure</p>											
<p>Orthographic Form 3 minutes</p> 	<p>Model spelling the word, saying each sound. Map the word using a phonics frame as needed.</p> <hr/> <p>Say and write: pressure</p> <p>Complete phonics frame:</p> <table border="1" data-bbox="381 995 732 1058"> <tr> <td>o</td> <td>o</td> <td>o</td> <td>o</td> <td>o</td> </tr> <tr> <td>p</td> <td>r</td> <td>e</td> <td>ss</td> <td>ure</td> </tr> </table> <p>Explain spelling: In the word <u>pressure</u>, the /sh/ sound is spelled SS. The /er/ sound at the end of the word is spelled URE.</p> <p> Students repeat the target word and write it while saying each sound. Say and write: pressure</p>		o	o	o	o	o	p	r	e	ss	ure
o	o	o	o	o								
p	r	e	ss	ure								
<p>Semantic Form 3–5 minutes</p> 	<p>Provide the definition of the target word. Engage students in reading example sentences and discussing context to broaden understanding.</p> <hr/> <p>Say and students repeat: <u>Pressure</u> is force caused by pressing hard on something.</p> <p>Let's look at examples of the word <u>pressure</u> in different sentences:</p> <ul style="list-style-type: none"> • You have to put a lot of <u>pressure</u> on a sleeping bag to get it back in its case. • Bike tires need high <u>pressure</u> from the air inside in order to ride smoothly. • Before a test, you might feel there is a lot of <u>pressure</u> to succeed. • If you hold a glass firmly, but without squeezing or pressing on it, then you are not putting <u>pressure</u> on it. 											

pressure continued

Morphological Form

5-7 minutes



Break the target word(s) into morphemes and discuss meaning and spelling.

Say and write: **pressure**

Add morphemes and definitions to the morpheme matrix as shown:

prefix	root	suffix	suffix
	press to press or hold tight	ure action or process	

The word **pressure** has two morphemes. It has the Latin root **press**, which means “to press or hold tight,” and it also has the suffix **-ure**, which means “action or process.” The suffix **-ure** creates abstract nouns that describe an action or a process.

Now that we know the meaning of the morphemes, let’s revisit the meaning of **pressure**—**pressure** is a force caused by pressing hard on something.

Display the additional suffixes. We can add suffixes we have previously learned to change the verb tense of **pressure**.

	press to press or hold tight	ure action or process	s ed ing
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Students copy the completed matrix for **pressure**.

Syntactic Form

5-7 minutes



Identify the grammatical function of the target word. Practice writing sentences using the target word (include various functions when applicable).

Pressure can be a noun. We know that the **-ure** suffix makes it a noun. However, we can add different verb tense suffixes like **-s**, **-ed**, and **-ing** to **pressure** to make it a verb. In a sentence, **pressure** can be part of the subject or part of the predicate.

Think aloud to generate the following sentences. Use the frame to identify the subject, predicate, and grammatical function of the target word, and then rewrite the whole sentence below the frame.

Subject (who or what)	Predicate (doing what/what about it)
Pressure	grows as you go deeper underwater.
The boy	pressured his friends to play soccer.

Guide students to plan and write one sentence using the target word.

Etymological Form



2 minutes




Provide language of origin for target word and history of the word’s usage in English.

Pressure is of Latin origin, from the word *pressura*, but it came to English through French. It originally meant suffering or anguish, meaning “pressing on the heart or mind,” like having a headache.



pressure continued

<p>Application Activity <i>5 minutes</i></p> 	<p>Generate situations, contexts, and examples.</p> <p>.....</p> <p>Would the word <u>pressure</u> be used for these things? Explain why/why not:</p> <ul style="list-style-type: none">• You squeeze a fully inflated balloon. (yes)• Someone tries to talk another person into doing something they don't want to do. (yes)• A nurse holds a bandage tightly on a wound. (yes)• You gently put a carton of eggs in the fridge. (no)
<p>Review Phonological & Orthographic Form <i>2 minutes</i></p>	<p>Prompt students to repeat and write the target word(s).</p> <p>.....</p> <p>Say and students repeat: pressure</p> <p> Write: pressure</p>

Weekly Review

<p>Review Prior Learning 2 minutes</p> 	<p>Read the definition, students chorally spell and say the morpheme.</p> <hr/> <p>Definition → Morpheme:</p> <ul style="list-style-type: none"> • to carry (port) • down, off, totally, out, away (de-) • to break (rupt) • action or process (-ure) 	<p>Spell then say the morpheme, students chorally respond with the definition.</p> <hr/> <p>Morpheme → Definition:</p> <ul style="list-style-type: none"> • -able, -ible (capable of) • con-, com- (with, together) • press (to press or hold tight) • trans- (beyond, across)
<p>Review Target Words 2 minutes</p>	<p>Review the phonology, orthography, and definition of each target word.</p> <hr/> <p>Word: pressure Phonemes: /p/ /r/ /ě/ - /sh/ /er/ Orthography: p r e ss ure Definition: Pressure is force caused by pressing hard on something.</p> <p>Word: suppress Phonemes: /s/ /ə/ - /p/ /r/ /ě/ /s/ Orthography: s u pp r e ss Definition: To suppress something is to force it to stop or hide.</p> <p>Word: express Phonemes: /e/ /k/ /s/ - /p/ /r/ /ě/ /s/ Orthography: e x p r e ss Definition: To express something is to show what you think or feel, or force something out.</p> <p>Word: compress Phonemes: /k/ /ə/ /m/ - /p/ /r/ /ě/ /s/ Orthography: c o m p r e ss Definition: To compress something is to squeeze it to take up less space.</p>	
<p>Review Morpheme Matrices 2 minutes*</p>	<p>Create a master matrix for the morphemes learned this week.</p> <hr/> <p>This week, we learned the Latin root <u>press</u>, which means “to press or hold tight,” and we learned new prefixes and suffixes we can add to this root to create additional words.</p>	

Weekly Review continued

<p>Review Morpheme Matrices 2 minutes*</p>	<p>Add morphemes and definitions to the morpheme matrix as shown:</p> <table border="1" data-bbox="451 310 1502 768"> <thead> <tr> <th>prefix</th> <th>root</th> <th>suffix</th> <th>suffix</th> </tr> </thead> <tbody> <tr> <td rowspan="4"> <p>sup under ex out, away *com with, together</p> </td> <td rowspan="4"> <p>press to press or hold tight</p> </td> <td> <p>es ed ing ible</p> </td> <td></td> </tr> <tr> <td> <p>ion or</p> </td> <td> <p>s</p> </td> </tr> <tr> <td> <p>ive</p> </td> <td> <p>ly</p> </td> </tr> <tr> <td> <p>ure action or process</p> </td> <td> <p>s ed ing</p> </td> </tr> </tbody> </table> <p>*If Lesson 4 was not completed, extend the time for this step to include the following: Add the new chameleon prefix: <u>com-</u>, meaning “with, together” to the master matrix. Combine <u>com-</u> and <u>press</u> to form <u>compress</u>. Teach the definition: “to squeeze something, or press it together so it takes up less space,” and give one or two examples of <u>compress</u> in context.</p> <p> Students copy the completed master matrix.</p>	prefix	root	suffix	suffix	<p>sup under ex out, away *com with, together</p>	<p>press to press or hold tight</p>	<p>es ed ing ible</p>		<p>ion or</p>	<p>s</p>	<p>ive</p>	<p>ly</p>	<p>ure action or process</p>	<p>s ed ing</p>
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<p>Sentence Dictation 5 minutes</p>	<p>Practice using words that contain the target morpheme(s) in context.</p> <hr/> <p> First, have students write the target words from the chosen sentence and identify the morphemes in each word. Next, have students write the dictated sentence.</p> <p>Choose two sentences based on students’ needs: Target word: depress Dictate: “<u>Depress</u> the button to open the doors.”</p> <p>Target word: suppressed Dictate: “The children <u>suppressed</u> their giggles.”</p> <p>Target words: expressive, impressions Dictate: “The <u>expressive</u> child danced excitedly as she shared her <u>impressions</u> of the field trip.”</p> <p>Target words: compression, pressure Dictate: “A <u>compression</u> bandage puts <u>pressure</u> on wounds.”</p>														

Weekly Review continued

<p>Read Short Passage <i>10 minutes</i></p>	<p>Engage with target words in context, using the passage and the following activities to deepen students' understanding of the target morphemes.</p> <hr style="border-top: 1px dotted #000;"/> <p>Based on student needs, read the passage using echo, choral, or partner reading.</p> <p><u>Pressure</u> can make solids, liquids, and gases react in interesting ways. For example, a <u>pressure</u> cooker can make food cook faster because the water can reach a temperature of 250°F (121°C) under high <u>pressure</u>. Gas used for heating and cooking can be <u>compressed</u> into tanks and pipes for easy transportation to people's houses. <u>Pressure</u> gets higher as water gets deeper, so deep-sea divers must sit in <u>decompression</u> tanks to avoid a painful reaction called "the bends." Earth's crust is also under huge <u>pressure</u>. This <u>pressure</u> can be <u>expressed</u> during earthquakes and volcanic eruptions when the force can no longer be <u>suppressed</u>.</p> <p>Select one or two activities based on students' instructional needs and available time:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Sketch</td> <td style="padding: 5px;">Draw a picture that shows the main event of the story.</td> </tr> <tr> <td style="padding: 5px;">Replace</td> <td style="padding: 5px;"> Would "thrown" or "squeezed" best replace <u>compressed</u> in this sentence? "Gas used for heating and cooking can be <u>compressed</u> into tanks and pipes for easy transportation to people's houses." </td> </tr> <tr> <td style="padding: 5px;">Explain</td> <td style="padding: 5px;"> "This <u>pressure</u> can be <u>expressed</u> during earthquakes and volcanic eruptions when the force can no longer be <u>suppressed</u>." Why does it say the force is no longer <u>suppressed</u>, not <u>compressed</u>? Explain using your knowledge of morphemes. </td> </tr> <tr> <td style="padding: 5px;">Generate</td> <td style="padding: 5px;"> Rewrite the sentence without using the words <u>pressure</u> and <u>decompression</u>: "<u>Pressure</u> gets higher as water gets deeper, so deep-sea divers must sit in <u>decompression</u> tanks to avoid a painful reaction called "the bends."" </td> </tr> </table>	Sketch	Draw a picture that shows the main event of the story.	Replace	Would "thrown" or "squeezed" best replace <u>compressed</u> in this sentence? "Gas used for heating and cooking can be <u>compressed</u> into tanks and pipes for easy transportation to people's houses."	Explain	"This <u>pressure</u> can be <u>expressed</u> during earthquakes and volcanic eruptions when the force can no longer be <u>suppressed</u> ." Why does it say the force is no longer <u>suppressed</u> , not <u>compressed</u> ? Explain using your knowledge of morphemes.	Generate	Rewrite the sentence without using the words <u>pressure</u> and <u>decompression</u> : " <u>Pressure</u> gets higher as water gets deeper, so deep-sea divers must sit in <u>decompression</u> tanks to avoid a painful reaction called "the bends.""
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<p>Word Associations <i>5 minutes</i></p>	<p>Generate sentences that use multiple target words to strengthen understanding of meaning.</p> <hr style="border-top: 1px dotted #000;"/> <p>Display Word Pairs:</p> <ul style="list-style-type: none"> • suppress – pressure • expressed – repress • compression – express • pressure – compresses <p>Model: When I try to <u>suppress</u> my cough, <u>pressure</u> builds in my chest.</p> <p> Students choose a word pair and write a sentence that uses both words.</p>								