

Concept 4: Suffixes

Big Idea: Suffixes are word parts that are added at the end of a base/root word to change the word's meaning or its tense or its part-of-speech. Concept 4 introduces four different suffixes: *-s*, *-es*, *-ed*, *-ing*. These four suffixes are “inflectional suffixes” that change a word from singular to plural or change its tense.

The Folder

Add these tiles
Folder Lesson A:



Add this tile
Folder Lesson B:



Add this tile
Folder Lesson C:



The Books

Description of Student	Below Expectations	Approaching Expectations to Meets Expectations	Meets Expectations to Advanced Expectations
Small Group Reading Instruction/Independent Reading	Depending upon their current reading levels and skills, students will follow a schedule of completing <i>Small Steps</i> , <i>Bridge Books</i> , and then at least eight books in <i>Tales of Friends</i> . See Introduction for suggested schedule	Students will benefit from reading decodable books that require the student to apply the concepts learned in a previous unit. The suggested book for this unit is:	Teacher Selected Books

UNIT 9

TEACHER PREPARATION

Suggested Literacy Activities to Support Streamlined Instruction

Read, Read, Read Center

Students will re-read previously taught books

T.R.I.C.K.y Word Center

Cut and Paste Worksheet

Writing Center

Sentence Frame:

When I lost my _____, I looked in _____.

Handwriting Center

Page 2 from *My Handwriting and Writing Book*, Scoring with the Four S's

Read and Think Center

How Many Vans? (Subtraction)


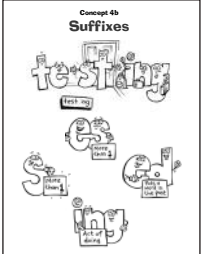
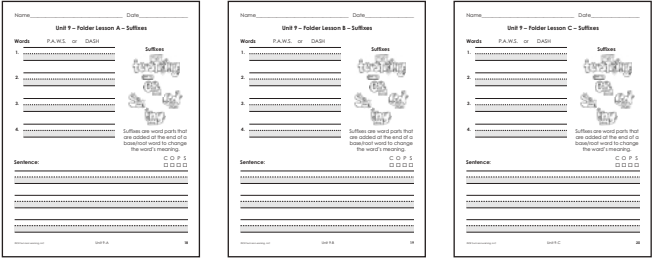
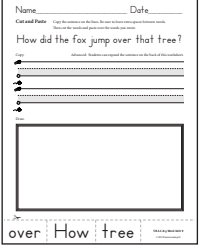

Read Aloud

Too Many Tamales by Gary Soto

Home Connection

Send home a copy of *See Our Success Newsletter* for this unit.

BLACK LINE MASTERS

 Print from Unit 9 Files	Number of Copies
Concept Poster 4b Suffixes 	<i>one to be used for Anchor Chart</i>
Spelling Journal Pages Unit 9 (A, B, C) 	<i>per student</i>
T.R.I.C.K.y Word Unit 9 (Cut and Paste Worksheet) 	<i>per student</i>
Academic Vocabulary Unit 9 (past) 	<i>one</i>
My Handwriting and Writing Book, page 2	<i>per student</i>
Word Lists and Sentences Unit 9 (shown on following page)	<i>per student or use Manual</i>
Read and Think Unit 9 (How Many Vans?)	<i>per student</i>
Student Word Reading Assessment Unit 9	<i>one, cut into cards</i>
Teacher Word Reading Assessment Unit 9	<i>one per group</i>
Student Text Reading Assessment Unit 9	<i>per student</i>
Teacher Text Reading Assessment Unit 9	<i>per selected students</i>
Teacher Analysis of Text Assessment Unit 9	<i>per selected students</i>
Written Comprehension Activity Unit 9	<i>per student</i>

Use the word lists during this section of the Folder Lesson: **Reading Syllables/Words/Sentences**. Remind students that the first line in each table is a chain of syllables, not words. The next two lines are lists of words.

Practice reading each sentence in phrases and then reading the sentence fluently. (The underlined word is a T.R.I.C.K.y word.)

Note: This page has also been created as a Black Line Master. Either this page or the Black Line Master can be placed under a document camera. It can also be copied for students to read.

Magnetic Folder Lesson A: Suffixes (-s, -es)

thuns	thun	thunch	thunches	thinches
wishes	ashes	benches	lunches	dishes
beds	rags	ducks	nests	dogs

1. How did the red foxes jump over the big rock?
2. I kept the gifts in their boxes.

Magnetic Folder Lesson B: Suffixes (-ed)

amp	thamp	thamped	thasped	thisped
boxed	rocked	panted	hunted	pinched
jumped	ended	tested	punched	helped

1. He camped by the tree.
2. I lifted some of the big boxes.

Magnetic Folder Lesson C: Suffixes (-ing)

eft	zeft	zefts	zefed	zefing
hunting	jumping	lifting	bumping	ending
renting	sending	fixed	pinching	mixing

1. I am helping with the dishes.
2. The wet bench is rusting.
3. He is sending a letter to me.

CR Success recommends finding 5-10 minutes each day to focus on sight words or academic vocabulary. An effective time is during the Morning Message. Pull down these cards from the Word Wall and display during each lesson.

how

over

tree

some

Day One – Talk About the Tricky Part

We are learning these words to help us when we read our books. These words have tricky parts for us to remember. Print each word and discuss its meaning and the tricky part:

Word	Meaning/Sentence	Tricky Part(s)
how	A question word – in what way	You will learn that <i>ow</i> can spell /ow/.
over	Above	You will learn that <i>er</i> can spell /er/.
tree	A wood plant with a trunk and branches	You will learn that /E/ can be spelled with <i>ee</i> .
some	A few	You learn that <i>o</i> can spell /u/ sometimes. The <i>e</i> is silent.

Day Two – Predictable Charts

I will call on one of you to help me finish the sentence. Print the student’s name on the first blank line.

- _____ asked, “**How** much does a _____ cost?”
- _____ said, “I can jump **over** a _____.”
- _____ said, “The best **tree** is a(n) _____ **tree**.”
- _____ said, “I have **some** _____ in my backpack.”

Day Three – Mystery Word

Find the T.R.I.C.K.y word that fits in each sentence.

- The man will jump _____ the box. I had _____ chips at lunch.
- The _____ bends with the wind. _____ much is the new van?

Day Four – Academic Vocabulary

Show BL Master for Academic Vocabulary Word: *past*

This is a Social Studies vocabulary word. It means before the present time. History is the study about events and people in the past. For example, the Pilgrims lived in the past. We study the history of the Pilgrims when we study Thanksgiving. Can you name something that happened in the past? We will put this card under Vocabulary Matters.

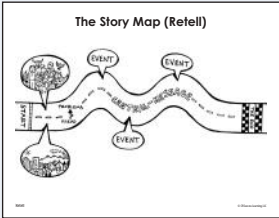
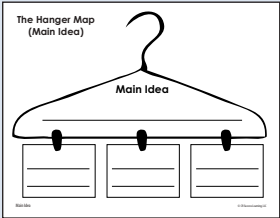
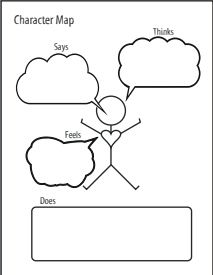


Day Five – Phrases and Quotes

Read the phrase with me. Then I will call on one of you to circle the T.R.I.C.K.y Word.

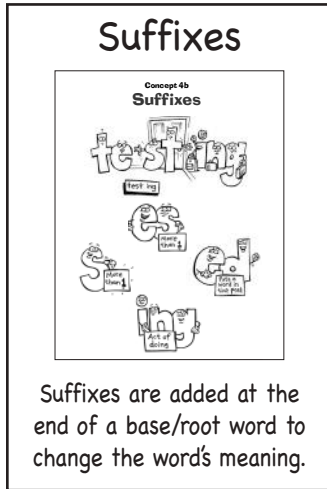
- an elm tree how much had to do it over some time
- all over a Christmas tree how many some fun

Here is a quote with the word *over*: *Don’t cry because it’s over. Smile because it happened.* This quote was written by Dr. Seuss. Do you ever feel sad when a birthday or a holiday is over? Dr. Seuss tells us we should enjoy our memories of happy times rather than be sad. We can’t live in the past.

Title: <i>Too Many Tamales</i>		Author: Gary Soto	Illustrator: Ed Martinez
Decodable Book Connection: <i>The Backpack</i> (losing something) (Tales of Friends Series)			
Decoding Connection: Closed Syllables with Inflectional Suffixes			
Vocabulary Connection: masa (a dough made out of corn), kneading (use hands to squeeze the dough), corn husk (leaves and silken strands around corn), shock (feel upset because of a stressful event), stretched (pull out), youngest (having lived for only a short time), tamale (dough steamed in a corn husk), confess (say that you were wrong in some way), groan (moan)			
Close Reading Sentence: She was* acting <u>grown-up</u> now*, helping <u>her</u> <u>mother</u> make <u>tamales</u> .		Comprehension: Why did Maria feel she was acting grown-up?	
Underlined words are read to students. *Tricky words			
Three Readings	First Reading Key Ideas and Details Focus on vocabulary, central theme (main idea), story elements, key details	Second Reading Craft and Structure Focus on vocabulary choice, text structure or text features	Third Reading Integration of Knowledge Focus on synthesizing information
	Picture Walk Brief Story Introduction Key Ideas Making food for special family event; losing something	Word Study Words with Suffixes (pumping, kissed, wanted, helping, acting)	Close Reading Sentence Print sentence(s) on board; ask students to read, assisting with underlined words and tricky words (*). Annotate as shown. Discuss meaning and pronoun references.
Before Reading	Purpose As we read this story, think about Maria's problem.	Purpose As we read this story, think about how the author organized, or put together, the story. Discuss how the illustrations connected the story.	Purpose As we read this story, think about what we learn about Maria's feelings when she made a mistake and how her family helped her. Review connections with decodable book: Both Maria and Jim have lost something.
	Key Details, Vocabulary As you read, conduct "think alouds" about key details and vocabulary	Story Structure Pause before major events; ask students to recall what happens next.	Character Pause to reflect on Maria's actions and feelings.
During Reading	Story Retell 	Theme – Hanger Map 	Character Map Discuss with students Maria's character (wants to be grown-up, feels guilty) and her feelings for her family. 
	Review characters, setting(s), problem, solution. Use Story Map.	Hanger: Maria has a big problem. Details: Maria puts on her mother's ring, Maria discovers the ring is gone from her hand, Maria has her cousin eat all the tamales	

Introduction to this Unit's Lessons

Anchor Chart



Suffixes are added at the end of a base/root word to change the word's meaning.

Prepare the Anchor Chart for the phonetic concept for this unit.

- Copy the referenced concept poster or posters (digital files)
- Mount poster on a 16" X 12" paper (½ of a typical chart paper sheet)
- Write the Big Idea (pictured left) below each poster

Display this poster throughout the unit.

Throughout the unit, encourage students to recognize words that fit the phonetic concept. Encourage students to write these words on sticky notes and place the sticky notes on the anchor chart.

Introduce Literacy Centers



Read, Read, Read Center

Students will re-read previously taught books

T.R.I.C.K.y Word Center

Cut and Paste Worksheet (Black Line Master)

For directions, refer to Literacy Centers for T.R.I.C.K.y Words in the Introduction.

Read and Think Center

Read and Think (Black Line Master)

Read the math word problem with the students and guide them through the steps of solving the problem.

Writing Center

(connected to the Read Aloud for the unit, *Too Many Tamales*)

Read the sentence frame –**When I lost my _____, I looked _____**. Point out the concept words (*looked*). Ask students to copy the sentence frame. During Centers, they should finish the sentence and add one more sentence. Orally model a possible answer.

When I lost my backpack, I looked in the closet. Then, I looked in Mom's van.

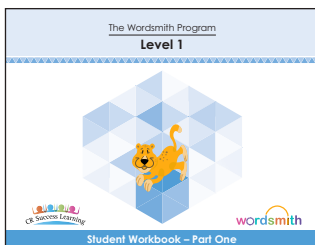
Handwriting Center

Refer to page 2 in My Handwriting and Writing Book.

Demonstrate how to score, using the Four S's.

Wordsmith Lesson 6: Consonant Teams (*qu, ng*)

Workbook Level 1








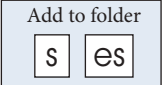




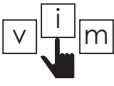

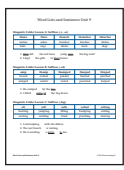






If you are using the Wordsmith Program for word study, teach Monday's lesson. This lesson will be a review of a previously taught concept. During that lesson, you will also teach the No Excuse T.R.I.C.K.y word for the unit: **want**. This word was taught as a T.R.I.C.K.y word for reading in Unit 1. Students should now be able to use this word accurately in writing.
















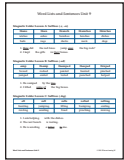





Folder Lesson A

Before the lesson, print concept title and words on board. Prepare Concept Book, Spelling Journals, and Word Lists.

Purpose	 <p>This unit we will learn about Suffixes. This will help us read and spell words such as <i>lunches, boxes, ramps</i>.</p>	
Sounds	 <p>Phonemic Awareness: (1) Echo /s/, /z/, /ez/. (2) Blend the syllables and tell me the word: /f/ /o/ /ks/ /ez/ (foxes), /a/ /n/ /t/ /s/ (ants). (3) Pinch out the sounds in the words <i>lists, lunches</i>. (4) Say <i>dish</i>. Now say <i>dish</i> and add suffix /ez/. (5) Say <i>cot</i>. Now say <i>cot</i> and add suffix /s/.</p>	
	 <p>Spell Sounds: I will say a sound. You will point to all the ways to spell the sound: /l/² /s/² /p/ /f/² /k/³ /e/ /i/ /ch/²</p>  <p>Read Sounds: Put your hands in your lap and your eyes on the board. When I point to a tile, tell me its sound or sounds: "Silent e" e² a² i² ck ss s² y/^l/</p>	
New Concept	 <p>Teach the following section on page 29.</p> <ol style="list-style-type: none"> Teach the Story (first panel only) using Examples Gesture Song 	
Review Sounds	 <p>Spell Sounds: /s/³ (s, ss, s) /ez/(es)</p>	
	 <p>Read Sounds: s² (/s/, /z/, more than one) es^(more than one)</p>	
Syllables	 <p>Spell Syllables: Pinch out the sounds in <i>vim</i>. Pull down the tiles to spell <i>vim</i>. Now let's go from vim → vilm → vilp → vill → vix → vax → zax → zaxes</p>	
	 <p>Read Syllables/Words/Sentences: Put your hands in your lap and your eyes on this document. Show Word List and Sentences for A. Have students read syllables and words chorally with you. Model reading the sentences in phrases and then as a complete sentences.</p>	
Spelling Journal	 <p>Turn to your spelling journal page for Unit 9A. Read the Big Idea with me. Use P.A.W.S. Spelling to help you spell:</p> <ol style="list-style-type: none"> fox foxes lunch want <p>Our sentence is: <i>The red foxes want to* run.</i> Say this sentence in phrases. As you speak the sentence, draw a line (on the board) for each word and a box for any * or red word. Students edit with C.O.P.S.</p>	
Closure	 <p>Today we learned about Suffixes. See our success! We can read words with suffix -s and suffix -es.</p>	















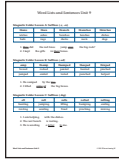





Folder Lesson B

Before the lesson, print concept title and words on board. Prepare Concept Book, Spelling Journals, and Word Lists.

Purpose	 <p>This unit we are learning about another suffix. This will help us read and spell words such as <i>jumped, landed</i>.</p>	
Sounds	 <p>Phonemic Awareness: (1) Echo /ed/, /d/, /t/. (2) Blend the sounds and tell me the word: /j/ /u/ /m/ /p/ /t/ (jumped), /e/ /n/ /d/ /ed/ (ended). (3) Pinch out the sounds in the words <i>rested, camped</i>. (4) Say <i>land</i>. Now say <i>land</i> and add suffix /ed/. (5) Say <i>camp</i>. Now say <i>camp</i> and add suffix /t/.</p>	
	 <p>Spell Sounds: I will say a sound. You will point to all the ways to spell the sound: /s/³ (s, ss, s) /z/³ (s, z, s) /ez/(es) /l/² /e/ /i/ /u/ /o/ /k/³</p>  <p>Read Sounds: Put your hands in your lap and your eyes on the board. When I point to a tile, tell me its sound or sounds: wh ch ng qu sh th s² (/s/, /z/, more than one) es^(more than one)</p>	
New Concept	 <p>Teach the following section on page 29.</p> <ol style="list-style-type: none"> Review the Story (review 1st panel, teach 2nd panel) using Examples Gesture Song 	
Review Sounds	 <p>Spell Sounds: /d/² (d, ed) /t/² (t, ed) /ed/(ed)</p>	
	 <p>Read Sounds: ed³ (/d/, /t/, /ed/, puts a word in the past)</p>	
Syllables	 <p>Spell Syllables: Pinch out the sounds in <i>ock</i>. Pull down the tiles to spell <i>ock</i>. Now let's go from ock→bock→vock→zock→zod→zond→zonds→zoned</p>	
	 <p>Read Syllables/Words/Sentences: Put your hands in your lap and your eyes on this document. Show Word List and Sentences for B. Have students read syllables and words chorally with you. Model reading the sentences in phrases and then as a complete sentences.</p>	
Spelling Journal	 <p>Turn to your spelling journal page for Unit 9B. Read the Big Idea with me. Use P.A.W.S. Spelling to help you spell:</p> <ol style="list-style-type: none"> jump jumped land landed <p>Our sentence is: <i>When I jumped, I landed next to a rock.</i> Say this sentence in phrases. As you speak the sentence, draw a line (on the board) for each word and a box for any * or red word. Students edit with C.O.P.S.</p>	
Closure	 <p>Today we learned about Suffixes. See our success! We can read words with the suffix that puts a word in the past.</p>	

Folder Lesson C

Before the lesson, print concept title and words on board. Prepare Concept Book, Spelling Journals, and Word Lists.

Purpose	 <p>This unit we are learning about another suffix. This will help us read and spell words such as <i>lifting, helping</i>.</p>	
Sounds	 <p>Phonemic Awareness: (1) Echo /ed/, /d/, /t/, /ing/. (2) Blend the sounds and tell me the word: /r//e//s//t//ing/ (resting). (3) Pinch out the sounds in the words <i>acting, risking</i>. (4) Say <i>bend</i>. Now say <i>bend</i> and add suffix /ing/. (5) Say <i>lift</i>. Now say <i>lift</i> and add suffix /ing/.</p>	
	 <p>Spell Sounds: I will say a sound. You will point to all the ways to spell the sound: /s/³ /ez/ /d/² /t/² /ed/ /f/² /i/ /o/</p>	
	 <p>Read Sounds: Put your hands in your lap and your eyes on the board. When I point to a tile, tell me its sound or sounds: wh tch ll th ch e² a² s² more than one es^{more than one} ed³ puts a word in the past</p>	
New Concept	 <p>Teach the following section on page 29.</p> <ol style="list-style-type: none"> 1. Teach the Story (review 1st and 2nd panels, teach 3rd panel) using Examples 2. Gesture 3. Song 4. Teach and Switch: Have students work with partners to teach the concept of suffixes. <div data-bbox="1128 781 1286 871" style="border: 1px solid black; padding: 5px; display: inline-block;"> Add to folder ing </div>	
Review Sounds	 <p>Spell Sounds: /ing/</p>	
	 <p>Read Sounds: ing act of doing</p>	
Syllables	 <p>Spell Syllables: Pinch out the sounds in <i>ish</i>. Pull down the tiles to spell <i>ish</i>. Now let's go from ish → mish → thish → thosh → thotch → thotched → thotching → thotchies</p>	
	 <p>Read Syllables/Words/Sentences: Put your hands in your lap and your eyes on this document. Show Word List and Sentences for C. Have students read syllables and words chorally with you. Model reading the sentences in phrases and then as a complete sentences.</p>	
Spelling Journal	 <p>Turn to your spelling journal page for Unit 9C. Read the Big Idea with me. Use P.A.W.S. Spelling to help you spell:</p> <ol style="list-style-type: none"> 1. lift 2. lifting 3. lifted 4. bags <p>Our sentence is: <i>I am lifting the bags.</i></p> <p>Say this sentence in phrases. As you speak the sentence, draw a line (on the board) for each word and a box for any * or red word. Students edit with C.O.P.S.</p>	
Closure	 <p>This unit we have learned about Suffixes! See our success! We can read words with Suffixes!</p>	

Formative Assessment (Progress Monitoring)

Student Outcome



Students will read words with inflectional endings.



Distribute the Text Reading Assessment (*The Lost Pen*) and Written Comprehension Activity to each student. (If necessary, modify the assignments for students who are Below Proficient.) While the students work independently on these assignments, conduct the Word Reading Assessment in small groups. Ask students to bring their Spelling Journal pages to you when you call them to small group. You will need the following Black Line Masters:

A	B	C
1. beds	1. bugs	1. cuts
2. ashes	2. benches	2. buses
3. rented	3. shifted	3. jumped
4. hinting	4. jumping	4. lifting
5. camping	5. sending	5. bending
D	E	F
1. dogs	1. ducks	1. nests
2. dresses	2. foxes	2. wishes
3. lifted	3. panted	3. hinted
4. bumping	4. renting	4. hunted
5. ending	5. costing	5. tilted

Student Word Reading Assessment, Unit 9

1 copy, can be cut into cards

In addition, you will need for scoring, Teacher Word Reading Assessment, Unit 9 (1 copy per small group of six)

The Lost Pen

Oh no!" yelled Liz.
 "I lost my best pen!"
 "Do not yell, Liz," hushed Mom.
 "Is it on the desk?"
 "No," said Liz.
 "I checked the desk."
 "When did you last have it?" asked Mom.
 "I just had it.
 I was sitting on my bed.
 I had to make a list."
 "Let's check the bed," said Mom.
 "MOM!" fussed Liz. "I have looked! It is not on the bed."
 "I have a hunch it is there," Mom said.
 Liz and Mom looked and looked.
 At last, Mom bent to pick up the quilt.
 It had slipped off the bed.
 Mom lifted the quilt.
 There was the pen!
 Liz jumped up and hugged Mom.
 "You are the best Mom!" she said.
 Mom handed the pen to Liz.
 "Let's put the pen back on the desk."
 "And I will put the quilt back on the bed," said Liz.

Student Text Reading Assessment, Unit 9

1 copy per student

Written Comprehension Activity for *The Lost Pen*

Write three words by the correct of the red suffix. Use the cue to draw for you.

asked	looked	checked	yelled	fussed
hugged	hushed	jumped	lifted	

/s/	/d/	/ed/
asked		

Short Constructed Response (20 points): 5 points for responding to prompt; 10 points for detailed picture; 5 points for labeling.

Draw a picture of the most important part of this story. Label the different drawings.

Written Comprehension Activity, Unit 9

1 copy per student

After you have completed the Word Reading Assessments, call on selected students to read the Text Reading Assessment to you. Ask each student to bring his or her Text Reading sheet to you. Use the following Black Line Masters to score and analyze.

Teacher Text Reading Assessment, Unit 9, 1 copy for selected students (see Differentiation)

Teacher Analysis of Text Assessment, Unit 9, 1 copy for selected students (see Differentiation)

DIFFERENTIATION

<p>1 Got It</p>	<p>Word Reading: 4-5 correct Spelling Check: 10-12 words correct Next Steps →</p>	<p>Continue with next unit's instruction. Administer Text Reading Assessment to one or two students (rotate so that every student is given a Text Reading Assessment every six weeks).</p>
<p>2 Getting It</p>	<p>Word Reading: 3 correct Spelling Check: 8-9 words correct Next Steps →</p>	<p>Continue with next unit's instruction. Administer Text Reading Assessment. Analyze all assessments and provide extra support during small group instruction. See "Extending the Unit" in the Assessment section.</p>
<p>3 Needs to Grow</p>	<p>Word Reading: 0-2 correct Spelling Check: 0-7 words correct Next Steps →</p>	<p>Analyze errors and determine if this unit needs to be retaught during small group instruction. See "Extending the Unit" in the Assessment section.</p>