

# Concepts 4, 7:

# Complex Ends and Fronts, Suffixes

A closed syllable can begin with two or three consonants and end with two consonants. We refer to these as Complex Fronts and Complex Ends. The Big Idea applies to both: *Blend the complex consonants for reading and segment them for spelling.*

Suffixes are word parts that change the meaning of the root word. We read the suffix as a chunk when segmenting and blending. Example: *mending = /m/ /e/ /n/ /d/ /ing/.*

Note: Pronounce suffix *-tion* as /shun/ and suffix *-sion* as /zhun/ or /shun/.

## The Folder

b	c	d	f	ph	g	h	j	k	l	m	n	kn	p	r	wr	s	t	v	w	x	y	z
sh	th	ch	wh	qu	ng	ff	ll	ss	ck	tch	dge											

i

e

a

u

o

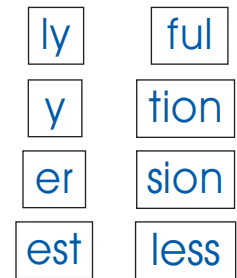
Suffixes

tion	s	es
sion	ly	ed
	less	ing
	ful	y
		er
		est

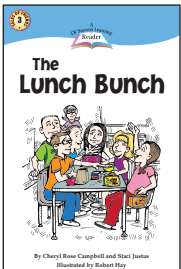
Add these tiles  
Folder Lesson B



Add these tiles  
Folder Lesson C



## The Books

Instructional Recommendations for Small Group Reading		
Below Expectations	Approaching Expectations	Meeting Expectations
Interventionists will assign appropriate decodable books.		Teacher Selected Books

# UNIT 3

## TEACHER PREPARATION

### Suggested Literacy Activities to Support Streamlined Instruction

#### Reading

Previously read decodable books

#### Wordwork

Wordsmith Level 2, Week 3

#### Handwriting

Home Run Handwriting, Level 2, Lesson 3

#### Writing Extension

##### Phonetic Analysis

Give the following prompt after instruction on plural suffixes (Lesson B).

1. Create a table with two columns. Label the first column *-s* and the other column *-es*.
2. Add the correct plural suffix to these words and print under the matching heading: *band, fox, wish, bench, ramp, bug, bus, list, mask, inch.*

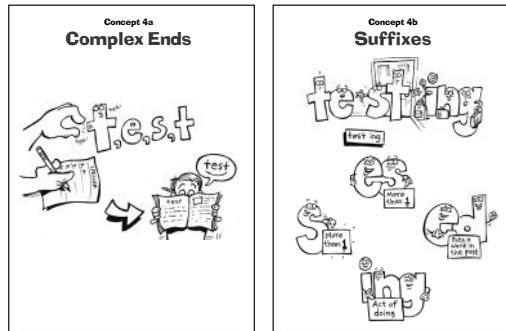
# BLACK LINE MASTERS



Print from Unit 3 Files

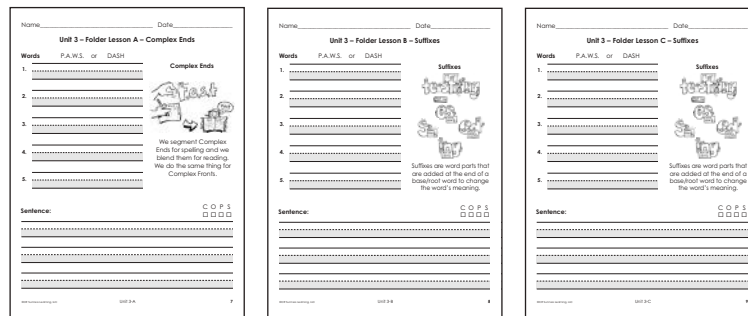
Number of Copies

Concept Posters 4a, 4b



one of each, to be used for Anchor Charts

Spelling Journal Pages A, B, C



per student

Student Word Reading Assessment Unit 3  
Teacher Word Reading Assessment Unit 3

See Friday page for thumbnails and detailed preparation instructions.

## Prepare Anchor Charts

- 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 on the right) below each poster

**Concept 4a**  
**Complex Ends**

We segment Complex Ends for spelling and we blend them for reading.

**Concept 4b**  
**Suffixes**

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

Use these word lists to select alternate words for lesson examples and dictated words in the spelling journal. In addition, the lists may be used to select challenge words or additional words for Wordsmith assessments and practice.

## Concepts 4a, 4b

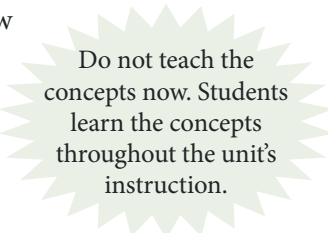


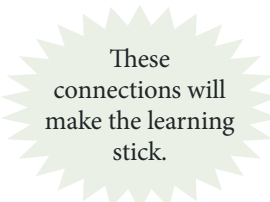

### Complex Ends

<b>-ft</b> gift left lift raft shift sift soft	<b>-lt</b> belt bolt colt felt jolt melt quilt tilt	<b>-mp</b> bump camp champ chimp damp dump hump jump	lamp lump ramp	<b>-nd</b> and band bend end hand land lend mend	sand send wind	<b>-nt</b> ant bent dent hint hunt lent mint rent	sent tent went	<b>-sk</b> ask desk disk dusk mask risk task
<b>-st</b> best cast cost dust fast fist	jest just last list lost must nest	past pest rest rust test west	<b>-ct</b> act fact pact tact	<b>-sp</b> asp lisp rasp wisp	<b>-lk</b> elk hulk milk silk	<b>-lf</b> elf self shelf	<b>-nch</b> bench bunch cinch finch hunch inch	lunch pinch punch quench ranch

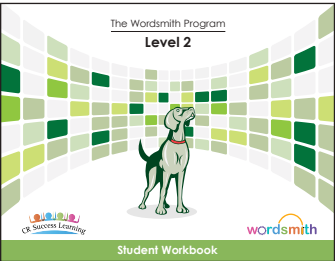
### Suffixes

<b>-s</b> beds bugs cats dogs ducks mills nests	<b>-es</b> ashes benches buses dresses foxes batches wishes	<b>-ed</b> boxed ducked jumped lifted panted hunted	<b>-ing</b> hinting jumping lifting bumping ending sending renting	<b>-est</b> fastest softest	<b>-ly</b> badly kindly lonely safely softly swiftly	<b>-ful</b> helpful hopeful joyful playful restful useful	<b>-y</b> brainy dummy funny rainy sleepy sunny	<b>-er</b> bigger blacker darker shorter smaller sweeter
<b>-est</b> biggest blackest darkest smallest sweetest tallest	<b>-less</b> ageless childless harmless hopeless painless restless useless	<b>-tion/-sion</b> action collection confusion creation division location suggestion						

## Preview Goals (I Can Statements) and Prepare for the Unit









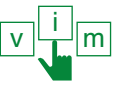






Anchor Charts	<p>Display the new Anchor Charts next to last unit's Anchor Chart. Briefly review the previous concept and read the word examples the students have added to the chart. Then, read the title and the Big Idea of this unit's Anchor Charts.</p>	 <p>Do not teach the concepts now. Students learn the concepts throughout the unit's instruction.</p>
Student Friendly Objectives	<p> <b>I Can Statements</b></p> <p>Post and review these statements with the students:</p> <p><b>By the end of this unit:</b></p> <ol style="list-style-type: none"> <li><b>1. I can read and spell words with short vowel and complex consonants.</b></li> <li><b>2. I can spell read and spell words with suffixes.</b></li> <li><b>3. I can spell the T.R.I.C.K.y word <i>could</i>.</b></li> </ol>	
Word Examples	<p></p> <p>Throughout the unit, students will recognize words that fit the phonetic concepts. Invite students to place these word examples on the corresponding anchor chart.</p>	 <p>These connections will make the learning stick.</p>
Writing Extension	<p> Post the Writing Extension (see Teacher Preparation).</p> <p>Read the prompt to the students. Choral read the words.</p> <p>Model one word: <i>Fox ends in a "hissy" sound and I can hear an extra syllable when I say foxes. So I will write foxes under -es.</i></p>	

## The Wordsmith Lesson 3: Complex Ends

The Wordsmith Lesson	<p></p> <p>If you are using the <i>Wordsmith Program</i> for word study, teach Monday's lesson.</p> <p>During that lesson, you will also teach the T.R.I.C.K.y word for the week: <b>could</b>. This word is tricky because the <i>ou</i> has the /oo/ sound and the <i>l</i> is silent.</p> <p>Have students use the word in context, such as completing this sentence:</p> <p style="text-align: center;">I wish I <b>could</b> go to _____.</p> <p><i>Note: The use of Wordsmith is optional. However, if you do not teach Wordsmith, you will need to teach the weekly T.R.I.C.K.y word noted above.</i></p>	
----------------------	---	--








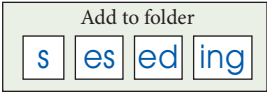

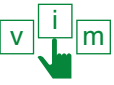






## Folder Lesson A

Before the lesson, print concept title, words and sentence on board (all shown in purple).

Purpose		Display Anchor Chart for Complex Ends. Say aloud these concepts, <b>Complex Ends</b> and <b>Complex Fronts</b> . Learning these concepts helps us read and spell words such as <i>stretch, trash</i> .	
Warm Up		Phonemic Awareness: Silently pinch and count the sounds in each word I say. On the count of three, you will hold up the number of sounds you counted: bridge (4) ledge (3) etch (2) trash (4) stretch (5).	
Sounds		Spell Sounds: I will say a sound. You will point to all the ways to spell the sound: /f/ <sup>3</sup> B&R, ff /l/ <sup>2</sup> /s/ <sup>2</sup> /z/ <sup>2</sup> /j/ <sup>2</sup> j, dge /ch/ <sup>2</sup> /r/ <sup>2</sup> B&R /t/	
		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: i a u e o <u>dge</u> ck tch qu ng	
New Concept		Teach the following sections of <b>page 27</b> : 1. Teach the Story using Examples 2. Gesture 3. Explain that Complex Fronts are more than one consonant at the beginning of a word. Show this example: sand – stand – strand. The same Big Idea applies: We segment for spelling and blend for reading. (Show poster on page 36.) 4. Song	
Syllables		Pinch out the sounds in <i>it</i> . Pull down the tiles to spell <i>it</i> . Now let's go from it→int→lint→flint→flist→flisp→blisp→blimp	
		Read Syllables: Put your hands in your lap and your eyes on my board. First, read the syllable in your head. When I give you the signal, you will read together: an→ant→lant→blant→blent→brent→brend→brel	
Spelling Journal		Turn to the spelling journal page for Unit 3A. Read the Big Idea with me. Now you will use P.A.W.S. to help you spell... 1. stretch 2. flex 3. <b>could</b> 4. trash 5. speck  Our sentence is: <i>The man <b>could</b> stretch the long band.</i> Cue students to edit their sentence using C.O.P.S.	
Closure		Today we learned how to read and spell Complex Fronts and Ends. See our success! We can read this sentence: <i>Don't stand in the back of the pick-up truck.</i>	










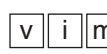




## Folder Lesson B

Before the lesson, print concept title, words and sentence on board (all shown in purple).

Purpose	 <p>Display Anchor Chart for Suffixes. Say aloud this concept, <b>Suffixes</b>. Learning this concept helps us read and spell words such as <i>lists, handed</i>.</p>	
Warm Up	 <p>Phonemic Awareness: Say <b>slip</b>. Now say <b>slip</b> without the /s/ (lip). Say <b>blend</b>. Now say <b>blend</b> without the /b/ (lend). Say <b>trip</b>. Now say <b>trip</b> without the /t/ (rip). Say <b>glad</b>. Now say <b>glad</b> without the /g/ (lad).</p>	
Sounds	 <p>Spell Sounds: I will say a sound. You will point to all the ways to spell the sound: /l/<sup>2</sup> /ks/ /s/<sup>2</sup> /o/ /j/<sup>2</sup> /n/<sup>2</sup> B&amp;R /p/ /a/</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: ch tch wr ng u ll a dge</p>	
New Concept	 <p>Teach the following sections of <b>page 29</b>:</p> <ol style="list-style-type: none"> <li>1. Teach the Story using Examples</li> <li>2. Gesture</li> <li>3. Sound Changes</li> <li>4. Song</li> </ol> 	
Syllables	 <p>Spell Syllables: Pinch out the sounds in <i>filp</i>. Pull down the tiles to spell <i>filp</i>. Now let's go from <i>filp</i>→<i>tilp</i>→<i>trilp</i>→<i>trisp</i>→in the act of <i>trisp</i> (trisping) →<i>trisp</i> in the past (trisped)→more than one <i>trisp</i> (trisps)</p>	
	 <p>Read Syllables: Put your hands in your lap and your eyes on my board. First, read the syllable in your head. When I give you the signal, you will read together: <i>ip</i>→<i>hip</i>→<i>hipsp</i>→<i>zisp</i>→<i>zimp</i>→<i>zimping</i>→<i>zimps</i>→<i>zimped</i></p>	
Spelling Journal	 <p>Turn to the spelling journal page for Unit 3B. Read the Big Idea with me. Use P.A.W.S. spelling to spell these words and then add the suffix, if needed.</p> <ol style="list-style-type: none"> <li>1. hand</li> <li>2. handed</li> <li>3. list</li> <li>4. lists</li> <li>5. lifting</li> </ol> <p>Our sentence is: <i>Dad handed us ten lists of jobs.</i> Cue students to edit their sentence using C.O.P.S.</p>	
Closure	 <p>Today we learned how to read and spell Suffixes. See our success! We can read this sentence: <i>He jumped up and landed with a thud.</i></p>	

## Folder Lesson C

Before the lesson, print concept title, words and sentence on board (all shown in purple).

Purpose		<p>Say aloud this concept, <b>Suffixes</b>. Learning this concept helps us read and spell words such as <i>stronger, strongest</i>.</p>																																						
Warm Up		<p>Phonemic Awareness: <b>Echo these sounds: /ez/ /ing/ /ed/ /d/ /t/ /s/ /z/.</b> Say spot. Now say spot without the /s/ (lot). Say flash. Now say flash without the /f/ (lash). Say trust. Now say trust without the /t/ (rust). Say drip. Now say drip without the /d/ (rip).</p>																																						
Sounds		<p>Spell Sounds: <b>I will say a sound. You will point to all the ways to spell the sound:</b>                  /s/<sup>3</sup> s, ss, s /n/<sup>2</sup> B&amp;R /ez/ /ed/ /d/<sup>2</sup> d, ed /t/<sup>2</sup> t, ed /ing/ /z/<sup>3</sup> s, z, s</p>																																						
		<p>Read Sounds: <b>Put your hands in your lap and your eyes on the board. When I point to a tile, tell me its sound or sounds:</b>                  ed<sup>3</sup> past ing<sup>act of doing</sup> s<sup>2</sup> more than one es<sup>more than one</sup> ch wr ng ll</p>																																						
New Concept		<p>Teach the following suffixes, their meanings, and have students build the word example for each:</p> <table border="0"> <tr> <td>ly</td> <td>like</td> <td><i>badly</i></td> <td></td> </tr> <tr> <td>y</td> <td>full of</td> <td><i>rocky</i></td> <td></td> </tr> <tr> <td>er</td> <td>more</td> <td><i>softer</i></td> <td>one who <i>helper</i></td> </tr> <tr> <td>est</td> <td>most</td> <td><i>softest</i></td> <td></td> </tr> <tr> <td>ful</td> <td>full of</td> <td><i>helpful</i></td> <td></td> </tr> <tr> <td>less</td> <td>without</td> <td><i>helpless</i></td> <td></td> </tr> <tr> <td>tion, sion</td> <td>state of</td> <td><i>action, vision</i></td> <td></td> </tr> </table> <div data-bbox="1011 768 1300 982" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; font-size: small;">Add to folder</p> <table border="0" style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">ly</td> <td style="border: 1px solid black; padding: 2px;">y</td> <td style="border: 1px solid black; padding: 2px;">er</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">est</td> <td style="border: 1px solid black; padding: 2px;">ful</td> <td></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">tion</td> <td style="border: 1px solid black; padding: 2px;">sion</td> <td style="border: 1px solid black; padding: 2px;">less</td> </tr> </table> </div>	ly	like	<i>badly</i>		y	full of	<i>rocky</i>		er	more	<i>softer</i>	one who <i>helper</i>	est	most	<i>softest</i>		ful	full of	<i>helpful</i>		less	without	<i>helpless</i>		tion, sion	state of	<i>action, vision</i>		ly	y	er	est	ful		tion	sion	less	
ly	like	<i>badly</i>																																						
y	full of	<i>rocky</i>																																						
er	more	<i>softer</i>	one who <i>helper</i>																																					
est	most	<i>softest</i>																																						
ful	full of	<i>helpful</i>																																						
less	without	<i>helpless</i>																																						
tion, sion	state of	<i>action, vision</i>																																						
ly	y	er																																						
est	ful																																							
tion	sion	less																																						
Syllables		<p>Spell Syllables: <b>Pinch out the sounds in blut.</b> Pull down the tiles to spell blut. Now let's go from blut→flut→flunt→more flunt (flunter)→most flunt (fluntest)→in the act of flunt (flunting)→full of flunt (fluntful or flunty)</p>																																						
		<p>Read Syllables: <b>Put your hands in your lap and your eyes on my board. First, read the syllable in your head. When I give you the signal, you will read together:</b>                  knup→knump→tump→tamp→tampy→tampful→tamply→tamption</p>																																						
Spelling Journal		<p>Turn to the spelling journal page for Unit 3C. Read the Big Idea with me. Use P.A.W.S. spelling to spell these words and then add the suffix, if needed.</p> <ol style="list-style-type: none"> <li>help</li> <li>helper</li> <li>ranch</li> <li>branch</li> <li>helpful</li> </ol> <p><b>Our sentence is: <i>They had six helpers at the ranch.</i></b>                  Cue students to edit their sentence using C.O.P.S.</p>																																						
Closure		<p>Today we learned how to read and spell Suffixes. See our success! We can read this sentence: <i>The campers quickly asked their questions.</i>                  Lead students in singing <i>A Suffix at the End</i> on the Songs and Chants CD.</p>																																						

## Formative Assessment (Progress Monitoring)

Student Outcome



R.F.1.3b Decode regularly spelled one-syllable words.

R.F.2.3d Decode words with common prefixes and suffixes.



While students finish Center Work and engage in independent reading, conduct the Word Reading Assessment in small groups. Ask students to bring their Spelling Journal pages to you when you call them to the small group.

You will need the following Black Line Masters:

Unit 3 Student Word Reading Assessment					
A Unit 3		B Unit 3		C Unit 3	
1. swiftly	1. swamps	1. slumped			
2. trash	2. trudge	2. trunk			
3. grand	3. grant	3. grasp			
4. flag	4. flash	4. flat			
5. brick	5. bridge	5. brisk			
6. stick	6. swap	6. stand			
7. trob	7. trab	7. trub			
8. strending	8. strunded	8. strantful			
9. vimp	9. vump	9. zamp			
10. brint	10. brant	10. bront			
D Unit 3		E Unit 3		F Unit 3	
1. stiffly	1. swimmer	1. switching			
2. trot	2. trend	2. trick			
3. grass	3. grub	3. grunt			
4. flop	4. floss	4. flip			
5. branch	5. brush	5. broth			
6. stuff	6. stock	6. stump			
7. treb	7. trib	7. trep			
8. strintest	8. strondful	8. froction			
9. zemp	9. zomp	9. zimp			
10. trunt	10. drent	10. drint			

Student Word Reading Assessment, Unit 3

1 copy, cut apart  
Can be reused for each group.

Unit 3 Teacher Word Reading Assessment					
Concept 4: Complex Ends and Fronts, Suffixes					
Proficiency is determined by words read correctly: ME Meets Expectations; AE Approaching Expectations; BE Below Expectations. The syllable reading provides further insight into the student's ability to decode effectively and apply phonetic concepts. ME is at least two syllables read correctly.					
A (Student Name)		B (Student Name)		C (Student Name)	
1. swiftly	1. swamps	1. slumped			
2. trash	2. trudge	2. trunk			
3. grand	3. grant	3. grasp			
4. flag	4. flash	4. flat			
5. brick	5. bridge	5. brisk			
6. stick	6. swap	6. stand			
5-6 ME: 4 AE: 3 or Less BE	5-6 ME: 4 AE: 3 or Less BE	5-6 ME: 4 AE: 3 or Less BE			
7. trob	7. trab	7. trub			
8. strending	8. strunded	8. strantful			
9. vimp	9. vump	9. zamp			
10. brint	10. brant	10. bront			
2 or more <input type="checkbox"/> Yes 1 or less <input type="checkbox"/> No	2 or more <input type="checkbox"/> Yes 1 or less <input type="checkbox"/> No	2 or more <input type="checkbox"/> Yes 1 or less <input type="checkbox"/> No			
D (Student Name)		E (Student Name)		F (Student Name)	
1. stiffly	1. swimmer	1. switching			
2. trot	2. trend	2. trick			
3. grass	3. grub	3. grunt			
4. flop	4. floss	4. flip			
5. branch	5. brush	5. broth			
6. stuff	6. stock	6. stump			
5-6 ME: 4 AE: 3 or Less BE	5-6 ME: 4 AE: 3 or Less BE	5-6 ME: 4 AE: 3 or Less BE			
7. treb	7. trib	7. trep			
8. strintest	8. strondful	8. froction			
9. zemp	9. zomp	9. zimp			
10. trunt	10. drent	10. drint			
2 or more <input type="checkbox"/> Yes 1 or less <input type="checkbox"/> No	2 or more <input type="checkbox"/> Yes 1 or less <input type="checkbox"/> No	2 or more <input type="checkbox"/> Yes 1 or less <input type="checkbox"/> No			

Teacher Word Reading Assessment, Unit 3

1 copy per small group of six



1 per student

Group and Individual Assessment

## DIFFERENTIATION

<b>1</b> Got It	<b>Word Reading: 5-6 correct</b> Syllables: 2 or more correct Spelling Check: 13-15 words correct <b>Next Steps →</b>	Continue with next unit's instruction.
<b>2</b> Getting It	<b>Word Reading: 4 correct</b> Syllables: 1 correct Spelling Check: 10-12 words correct <b>Next Steps →</b>	Continue with next unit's instruction. Analyze errors and provide extra support during small group instruction. See Extending the Lesson (Introduction).
<b>3</b> Needs to Grow	<b>Word Reading: 3 or less correct</b> Syllables: 0 correct Spelling Check: 9 or less words correct <b>Next Steps →</b>	Analyze errors and determine if this unit needs to be retaught to this group of students during small group instruction. See Extending the Lesson (Introduction).