

OBJECTIVE

To help students determine the meaning of unfamiliar words by recognizing suffixes

MATERIALS

Any current book that contains words with common suffixes, such as *The Whispering Cloth* by Pegi Deitz Shea (3.9)

LESSON

1. Stand in front of the class and sing in a silly voice. Ask, "What am I doing?" Write the word *sing* on the board and say, "Yes, I sure can sing!"
2. Ask, "What do you call someone who sings? Yes, you call him or her a *singer*." Write the word *singer* just below *sing*.
3. Now make an elaborate dance movement. Again, ask what you are doing and write *dance* on the board. Ask, "What do you call someone who dances?" Write *dancer* just below *dance*. Follow the same procedure for *run* and *runner*.

| | | |
|---------------|---------------|---------------|
| sing | dance | run |
| singer | dancer | runner |

4. Point to *singer*, *dancer*, and *runner* and ask, "What do these three words have in common?" (They end in -er.) Explain that the -er ending on these words is called a suffix, or a word part added to the end of a word to make a new word. Explain that the suffix -er means "someone who does something."
5. Tell students, "The word that a suffix is added to is called a *base word* or *root word*. What are the base words in each of these words?" Circle the words *sing*, *dance*, and *run*.
6. On the board, write a sentence from your selected book that contains a word with an -er suffix. This sentence from *The Whispering Cloth* is an example:

The traders will be coming soon from Chiang Khan.

Ask, "Can you find a word with an -er suffix in this sentence? What is the base word in *trader*?" Write additional words on the board, such as *teacher*, *writer*, and *winner*, and ask volunteers to circle the base word in each word.

7. Point to the words *run* and *runner*. Ask, "What happened to the spelling of the base word *run* when the suffix was added?" Follow the same procedure for *dance* and *dancer*. Explain that even though the spelling of the base word might change when a suffix is added, the meanings of both the base word and the suffix do not change.
8. Use the same procedure to introduce other suffixes such as *-less* and *-ful*. If students stumble over a word with a suffix while reading, show them how to frame the base word with their fingers and read the base word first. Tell students that knowing how to break words into base words and suffixes will help them figure out new words as they read.

SUFFIXES

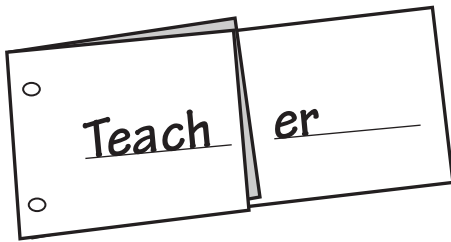
STATUS OF THE CLASS FOLLOW-UP

As you check for understanding, ask the following questions:

- Have you come across any words that contain suffixes we have studied?
- What is the meaning of the base word? What is the meaning of the suffix?
- How does breaking the word into the base word and the suffix help you pronounce the word and figure out its meaning?

ADDED PRACTICE

- Show students how to make suffix flip books. Punch two holes in the left side of an index card. On the right half of the card, write the suffix *-er*. Cut two more index cards in half. Punch holes along the left side of each and attach them to the top of the larger card with fasteners. On the smaller cards, have students write base words that can be used with the suffix *-er* to create new words.



- Have students draw pictures illustrating a word with a suffix they have studied (for example, a picture of a farmer for the *-er* suffix). Have students display their pictures and challenge classmates to guess the word that has been illustrated.