

ADDING VOWEL SUFFIXES TO CVC AND SILENT E BASE WORDS

LESSON 16

OBJECTIVES

- Students will read consonant-vowel-consonant (CVC) and silent *e* base words that have a vowel suffix.
- Students will spell CVC and silent *e* base words that have a vowel suffix.
- Students will discriminate between CVC words with a vowel suffix and silent *e* words with a vowel suffix.

MATERIALS

- Lesson 16 word cards*
- Base word cards from previous lessons
- Which word? worksheet*
- Spinner with suffix sections**
- Suffix math worksheet*
- Cloze sentences worksheet*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

*Blackline master available on CD.

**Assembly instructions available on CD.

TIPS

- Refer to the Appendix for a list of words with a CVC or silent **e** base and vowel suffix.
- “Vowel suffixes” are simply suffixes that begin with a vowel. Some examples of common vowel suffixes are **es**, **ed**, **ing**, **er**, **y**, **en**, **est**, and **able**.
- Use the following rules when reading a word whose base changes when a vowel suffix is added:
 - If a double consonant precedes the vowel suffix, the vowel in the base word is short.
 - If a single consonant precedes the vowel suffix, the vowel in the base word is long.
- Use the following rules when spelling a word with a vowel suffix:
 - If the base word ends in a CVC pattern, the final consonant is doubled before adding the suffix. This rule is known as the “doubling rule.”
 - If the base word ends in silent **e**, drop the **e** before adding the suffix. This rule is known as the “silent **e** rule.” An exception to this rule is that the silent **e** is not dropped when it is used so that **c** and **g** can retain their soft sounds (e.g., **noticeable**, **changeable**).
- Provide direct feedback to students.

DAILY REVIEW

ADDING SUFFIXES THAT DO NOT CHANGE BASE WORDS

Write the following words on the board: **fastest**, **recently**, **coasting**, **foolish**, **quicken**, **refreshment**, **hanger**, **insisted**, **comfortable**. Review what a suffix is. Ask students to read the words and identify the base words and suffixes.

Teacher: Who can remind the group what a suffix is...Megan?

Megan: It’s something that is added to the end of a word.

Teacher: Right. Everyone, tell me a word that contains a suffix in this sentence: *I planted flowers in the garden yesterday.*

Students: *planted*

Teacher: What's the base word in *planted*?

Students: *plant*

Teacher: What is the suffix?

Students: *ed*

Teacher: What is the whole word?

Students: *planted*

Teacher: Excellent. Please read each of the words on the board as I point to it. Say the base word, the suffix, and then the whole word.

[Point to **fastest**.]

Students: *fast, est, fastest*

Have students continue reading words as you point to them.

OPENING

Write *big + er = bigger* and *make + ing = making* on the board and refer to them as you introduce the lesson.

Teacher: Sometimes, a base word changes when you add a suffix that begins with a vowel—*bigger* and *making* are examples. In *bigger*, when the suffix *er* is added to the base word *big*, the final *g* is doubled. In *making*, when *ing* is added to *make*, the silent *e* is dropped.

MODEL AND TEACH: ACTIVITY 1

IDENTIFYING VOWEL SUFFIXES

Write the words *twisting* and *lately* on the board. Gather some cards of words with bases that do not change when a suffix is added, such as *selfish*, *wishes*, *respectful*, *grumpy*, *silently*, *freshen*, *hopeful*, *thrilling*, *rented*, and *stronger*. Explain that some suffixes begin with a vowel and that others begin with a consonant. Read the words and identify vowel and consonant suffixes.

Teacher: When vowel suffixes are added to some base words, the base word changes. Before we learn how to read and spell those words, let's practice identifying vowel suffixes. A vowel suffix begins with a vowel.

*[Point to **twisting**.]*

Teacher: Please read this word and tell me the base word and suffix.

Students: *twist, ing*

Teacher: The suffix *ing* begins with a vowel, so it is a vowel suffix.

*[Point to **lately**.]*

Teacher: Please read the next word and tell me the base word and suffix.

Students: *late, ly*

Teacher: The suffix *ly* begins with a consonant, so it is a consonant suffix.

Let's read some word cards and decide whether they have a vowel or consonant suffix. Please tell me the base, suffix, and then the whole word. First word, Megan?

Megan: *self, ish, selfish*

Teacher: Does the suffix begin with a vowel or a consonant?

Megan: It begins with a vowel, *i*.

Teacher: Correct. *Ish* is a vowel suffix. Next word, Rudy?

Students: *fish, y, fishy*

Teacher: Does *fishy* have a vowel or consonant suffix?

Rudy: It has a vowel suffix because the suffix is *y*.

Teacher: Yes, that's right. We've learned that sometimes *y* can be a consonant and sometimes a vowel. When *y* is a suffix, it is a vowel. Next word, Lisa?

Lisa: *respect, ful, respectful*: It's a consonant suffix because *ful* starts with *f*.

Teacher: Very good. Let's read the rest of the word cards and identify the suffixes.

MODEL AND TEACH: ACTIVITY 2

IDENTIFY DOUBLE OR SINGLE CONSONANTS BEFORE A VOWEL SUFFIX

Write the words *funny, hoping, planned, cubes, glasses, wishing, stopping, runner, paints*, and *widest* on the board and refer to them as you teach. Explain that an important clue in reading words with vowel suffixes is determining whether a double or single consonant immediately precedes the vowel suffix. Describe what double and single consonants are, and practice identifying double and single consonants that precede a vowel suffix. Students will not yet read the words; that strategy is presented in the following activity.

Teacher: It's important to identify whether a double or single consonant comes before a vowel suffix. Double consonants are two of the same consonant right next to each other. In the first word on the board, *funny*, there are two *ns* before the suffix.

[Circle nn.]

Teacher: In *hoping*, there is a single consonant before the vowel suffix: just one *p*.

I will point to each word. If it has a double consonant before the suffix, hold up two fingers. If it has a single consonant before the suffix, hold up one finger.

[Point to planned. Students show two fingers.]

Teacher: Excellent. What is the double consonant, Thomas?

Thomas: There are two *ns*.

Teacher: Next word.

[Point to cubes. Students show one finger.]

Teacher: Good job. There is a single consonant, *b*, before the suffix.

Continue identifying whether a word has a single or double consonant preceding the suffix.

MODEL AND TEACH: ACTIVITY 3

READ WORDS WITH BASES THAT CHANGE WHEN ADDING A VOWEL SUFFIX**DECODING**

On the board, create two columns that each have 7 to 10 words with a vowel suffix. In one column, write words in which the base has a doubled final consonant (e.g., *dropping*, *nodded*, *fittest*, *permitted*). In the other column, write words in which the final silent *e* of the base is dropped (e.g., *bravest*, *cuter*, *escaped*, *using*).

Refer to the columns as you teach students to determine a base word's vowel sound by looking at the letters preceding the vowel suffix. If a double consonant precedes the suffix, the vowel in the base word is short. If a single consonant precedes the suffix, the vowel in the base word is long.

Begin with double consonants preceding vowel suffixes.

Teacher: When you see that a word has a vowel suffix, the letters just before the suffix tell how to say the base word. A double consonant before the suffix means the vowel in the base word is short.

[Point to dropping.]

Teacher: There is a double *p* just before suffix *ing*. That means the *o* in the base word is short, so the base word is *drop*: *drop*, *ing*, *dropping*. Repeat, please.

Students: *drop, ing, dropping*

Teacher: Let's look at the next word.

[Point to nodded.]

Teacher: Is there a double consonant before the suffix?

Students: There are two *ds*.

Teacher: Yes, so the vowel is short. What is the base word?

Students: *nod*

Teacher: Read the base word and suffix, and then put them together to read the whole word.

Students: *nod, ed, nodded*

*[Point to **fittest**.]*

Teacher: Double consonant or single consonant?

Students: Double consonant.

Teacher: What sound does the vowel make?

Students: /i/

Teacher: Say the base word, suffix, and the whole word.

Students: *fit, est, fittest*

Continue reading words with a double consonant preceding a vowel suffix.

Next, teach that a single consonant before a vowel suffix means the vowel in the base word is long.

Teacher: A single consonant before a vowel suffix means that the vowel in the base word is long.

*[Point to **bravest**.]*

Teacher: There is a single consonant, **v**, in front of the suffix, so the vowel in the base word is long: /ā/. The base word is **brave**: *brave, est, bravest*. Repeat, please.

Students: *brave, est, bravest*

Teacher: Let's look at the next word.

*[Point to **cuter**.]*

Teacher: Does a double consonant or a single consonant come before the suffix, Megan?

Megan: It's just one **t**, so it is a single consonant.

Teacher: Yes, so the vowel is long. What is the base word?

Megan: *cute*

Teacher: Yes, the base word is *cute*. Say the base word and suffix, and then put them together to say the whole word.

Students: *cute, er, cuter*

*[Point to **escaped**.]*

Teacher: Is there a double or single consonant before the suffix?

Students: Single.

*[Point to **a** in **escaped**.]*

Teacher: What sound does this vowel make?

Students: /ā/

Teacher: Say the base word, suffix, and the whole word.

Students: *escape, d, escaped*

Continue reading words with a single consonant before a vowel suffix.

ERROR CORRECTION

Direct students who make an error to identify the double or single consonant before the suffix by saying something similar to the following: "Is there a double consonant or a single consonant before the suffix? What is the vowel sound when it is a single [or double] consonant?"

MODEL AND TEACH: ACTIVITY 4

SPELL WORDS WITH BASES THAT CHANGE WHEN ADDING A SUFFIX ENCODING

Explain that students will use the sound of the vowel in the base word and their knowledge of syllable types to help them spell words. Model the strategy by using the following steps:

1. Say the word.

2. Say the word parts (the base word and suffix).
3. If the word has a consonant suffix, simply add the suffix to the base word, as taught in previous lessons.
4. If the word has a vowel suffix, use the following rules:
 - If the base word ends in a silent **e**, drop the **e** before adding the suffix (the silent **e** rule).
 - If the base word ends in a CVC pattern, double the final consonant in the base word before adding the suffix (the doubling rule).
5. Spell the word.
6. Check your spelling by reading the word you wrote.

USING THE SILENT E RULE

Teacher: To spell words that have a vowel suffix, we must use our knowledge of syllable types. If the base word ends with silent **e**, drop the **e** before adding the suffix. This is called the silent **e** rule. I will demonstrate with the word **voter**.

I say the whole word: **voter**.

I say the base word and suffix: The base word is **vote**, and the suffix is **er**.

*[Write **vote + er = on the board.**]*

Teacher: Because **er** is a vowel suffix and **vote** ends with a silent **e**, I drop the silent **e** to spell the whole word: **v-o-t-e-r**.

*[Write **voter** after the equals sign.]*

Teacher: I read the word I wrote: **voter**.

Let's follow the steps together to spell **saving**. Here's the word in a sentence:
Eduardo was saving money to buy his dad a birthday present. Say the word.

Students: *saving*

Teacher: Say the base word and suffix.

Students: *save, ing*

*[Write **save + ing** = on the board.]*

Teacher: Is *ing* a vowel suffix?

Students: Yes.

Teacher: Does *save* end with silent *e*?

Students: Yes.

Teacher: Because *ing* is a vowel suffix and *save* ends with silent *e*, how does the base word change, Marco?

Marco: Drop the silent *e* and add the suffix.

Teacher: That's right. Everyone, spell the word.

Students: *s-a-v-i-n-g*

*[Write **saving** after the equals sign.]*

Teacher: Read the word.

Students: *saving*

USING THE DOUBLING RULE

Teacher: When the base word ends with a CVC pattern, you double the final consonant before adding the suffix. This is called the doubling rule. I will demonstrate with *humming*. Here's the word in a sentence: *Mr. Solis was humming a song as he drove to work.*

I say the whole word, *humming*.

I say the base word and suffix: The base word is *hum*, and the suffix is *ing*.

*[Write **hum + ing** = on the board.]*

Teacher: Because *ing* is a vowel suffix, and *hum* ends with a CVC pattern, I double the final consonant to spell the whole word: *h-u-m-m-i-n-g*.

*[Write **humming** after the equals sign.]*

Teacher: I read the word: *humming*.

Let's spell the next word together. The word is *permitted*. Here's the word in a sentence: *Joseph is not permitted to go to the mall without an adult*. Say the word.

Students: *permitted*

Teacher: Say the base word and suffix.

Students: *permit, ed*

*[Write **permit + ed** = on the board.]*

Teacher: Is *ed* a vowel suffix?

Students: Yes.

Teacher: Because *ed* is a vowel suffix, ask yourself, "Does *permit* end with CVC?"

Students: Yes.

Teacher: Because *er* is a vowel suffix and *permit* ends in a CVC pattern, how does the base word change?

Students: Double the final consonant.

Teacher: Spell the word.

Students : *p-e-r-m-i-t-t-e-d*

*[Write **permitted** after the equals sign.]*

Teacher: Read the word.

Students: *permitted*

DETERMINING WHETHER THE BASE WORD CHANGES

Teacher: Now that you know how the base word changes when it ends in silent *e* or a CVC pattern, let's practice determining whether the base word should change and then apply the correct change.

I will demonstrate with the word **broken**. Here's the word in a sentence: *The children couldn't watch TV because it was broken.*

I say the whole word, **broken**.

I say the base word and suffix: The base word is **broke**, and the suffix is **en**.

*[Write **broke + en = on the board.**]*

Teacher: Because **en** is a vowel suffix, I have to determine whether the base word should change, so I ask myself, "Does the base word end in silent **e** or a CVC pattern?" Yes, **broke** ends in silent **e**.

Because **en** is a vowel suffix and **broke** ends in silent **e**, I follow the silent **e** rule to spell the word. How does the base word change?

Students: Drop the silent **e**.

Teacher: Please spell the word.

Students: *b-r-o-k-e-n*

*[Write **broken** after the equals sign.]*

Teacher: Read the word, please.

Students: *broken*

Teacher: The next word is **rubbing**. Here it is in a sentence: *You can start a fire by rubbing two sticks together, but it is slow and frustrating.*

I say the whole word, **rubbing**.

I say the base word and suffix: The base word is **rub**, and the suffix is **ing**.

*[Write **rub + ing = on the board.**]*

Teacher: Because **ing** is a vowel suffix, I have to determine whether the base word should change, so I ask myself, "Does **rub** end in a silent **e** or a CVC pattern?" Well, does it?

Students: Yes, CVC.

Teacher: Because *ing* is a vowel suffix and *rub* ends in a CVC pattern, I follow the doubling rule to spell the word. How does the base word change?

Students: Double the final consonant.

Teacher: Please spell the word.

Students: *r-u-b-b-i-n-g*

*[Write **rubbing** after the equals sign.]*

Students: Read the word, please.

Students: *rubbing*

Teacher: The next word is *rainy*. Here it is in a sentence: *It was too rainy to play outside.*

I say the whole word, *rainy*.

I say the base word and suffix: The base word is *rain*, and the suffix is *y*.

*[Write **rain + y =** on the board.]*

Teacher: Because *y* is a vowel suffix, I have to determine whether the base word should change, so I ask myself, “Does *rain* end in silent *e* or a CVC pattern?” Does it?

Students: No.

Teacher: Right, *rain* doesn’t end in silent *e* or CVC, so the base word doesn’t change when I spell the whole word.

Please spell the word.

Students: *r-a-i-n-y*

*[Write **rainy** after the equals sign.]*

Teacher: Read the word, please.

Students: *rainy*

GUIDED PRACTICE: ACTIVITY 1

PARTNER'S CHOICE

DECODING

Write 15 to 20 words on the board, mostly words whose base changes when a vowel suffix is added (either a doubled consonant or a dropped final *e*) but also some other known words, so students can practice discriminating among words (e.g., *mopping, foggy, blender, eraser, sadly, stampeded, transferred, ruler*). Have two students at a time go to the board. Have Student A point to a word for Student B to read and use in a sentence. Then, reverse the roles.

Teacher: You will come to the board in pairs. The first student will point to a word. The second student must read that word and use it in a sentence. Then, we will reverse the roles.

Thomas, will you please be my partner while I demonstrate? Point to a word.

*[Thomas goes to the board and points to **transferred**.]*

Teacher: Hmm, I see two *rs*, before the suffix *ed*. That tells me the vowel will be short. It's an *r*-controlled vowel, so it will say /er/. *Transfer, transferred*: Everyone, repeat the base word and the whole word.

Students: *transfer, transferred*

Teacher: Very good. Now, I'll use the word in a sentence: *Brittany transferred to a new school when she moved in with her grandparents*. Now, I will point to a word for Thomas to read.

*[Point to **ruler**.]*

Teacher: What clue do you use to figure out the vowel sound?

Thomas: There's just one *l* before the vowel suffix. I think that means the vowel is long.

Teacher: You figured that out perfectly! Say the base word and the whole word, please.

Thomas: *rule, ruler*

Teacher: Everyone, repeat the base word and the whole word.

Students: *rule, ruler*

Teacher: Please use *ruler* in a sentence, Thomas.

Thomas: *I use a ruler in math class.*

Teacher: Great! Thanks for being my partner, Thomas. Megan and Lisa, please come up and choose words for each other.

Continue until all students have taken a turn.

TIPS

- Set a time limit to ensure that students choose words quickly. For example, you could choose the word if a student fails to do so within 5 seconds.
- Choose words that students can use meaningfully in a sentence.
- Put a check mark by words that have been read.

ADAPTATIONS

- Instead of writing words on the board, distribute word cards to partners.
- Read all the words quickly when the activity is complete.

GUIDED PRACTICE: ACTIVITY 2

WHICH WORD?

DECODING

Draw a clock and write the words *timming* and *timing* on the board. Partner students. Give each pair of students one of the two pages of the worksheet, which features pictures with two word choices each. The words both have suffixes, but only one word corresponds to the picture. Have partners read each word and choose the word that corresponds with the picture. One of the words might be a nonsense word. When finished, have students read and spell the correct words to the group.

Teacher: You and your partner will figure out which word goes with each picture. Some of the words are nonsense words. When you've completed the worksheet, each team will share with the group by reading the word that matches a picture.

We'll do the example on the board together. Rudy, please read the first word.

*[The word is **timming**.]*

Rudy: *Timming?*

Teacher: Right. *Timming* isn't a real word, but you figured out how to read it. How did you know the vowel sound?

Rudy: The double *m*.

Teacher: The double *m* before the vowel suffix helped you. Very good. Megan, please read the other word.

*[The word is **timing**.]*

Megan: *timing*

Teacher: How did you know the vowel would be long?

Megan: Because there is only one *m* before the suffix.

Teacher: Wow! You all are doing a great job remembering the rules. Which word goes with the picture of the clock?

Lisa: Timing because a clock tells you what time it is.

Teacher: Good, how do you spell *timing*?

Lisa: *t-i-m-i-n-g*

Teacher: Nice work, everyone. You and your partner will do the same thing with the pictures and words on your cards. I'll come around to help. When we're done, we will take turns reading our answers.

TIPS

- Be sure that students read both words in each pair aloud.
- After students choose a word, have them read it and spell it to be sure they are correct.

GUIDED PRACTICE: ACTIVITY 3

SPINNER SUFFIXES

DECODING AND ENCODING

Create a spinner that is divided into eight sections: five or six sections with a vowel suffix and two or three with a consonant suffix. Compile a stack of base word cards. Turn over the top card to display a base word. Have a student spin to determine the suffix that will be added to the base word. Have students use the syllable rules they have learned to combine the base word and suffix to write a word on their whiteboards. Have students read the word and determine whether it is a real word. If it is, have the student use it in a sentence.

Teacher: I will show you a base word, and you will take turns spinning to determine the suffix to add to it. You will need to figure out whether the base word changes when the suffix is added and then write the word on your whiteboard. We'll then figure out whether they are real or nonsense words. If a word is real, you will use it in a sentence.

Here is the first base word.

[Show escape.]

Teacher: What is the base word, everyone?

Students: *escape*

Teacher: Thomas, please spin and tell us the suffix we will add to escape.

[The spinner lands on ing.]

Teacher: Is *ing* a vowel suffix?

Thomas: Yes.

Teacher: What is the next step?

Lisa: Figure out whether the base word should change.

Teacher: Excellent! And what did you figure out?

Rudy: *Escape* ends with silent *e*, so drop the *e* to spell the whole word.

Teacher: Everyone, write the whole word on your whiteboards. Then, hold them up.

[Students write and then hold up their whiteboards.]

Teacher: I see that everyone dropped the **e** before adding the suffix. I'm impressed! Megan, please read the word.

Megan: *escaping*

Teacher: Is it a real word?

Megan: Yes.

Teacher: Please use it in a sentence.

Megan: My hamster keeps escaping from its cage.

Teacher: Great. Here is the next word.

*[Show **hit**.]*

Teacher: Rudy, please spin for the suffix.

*[The spinner lands on **est**.]*

Teacher: OK, now that we know the base word and the suffix, what is the next step?

Thomas: You have to figure out whether the base word changes. The suffix starts with **e**, so it might change.

Lisa: *Hit* is a CVC word, so it's going to change.

Teacher: You're right. Thomas told us the suffix starts with a vowel, and Lisa said *hit* is a CVC word. Think about how a word that ends with a CVC pattern changes with a vowel suffix. Write the word on your whiteboards then hold them up.

*[Students write **hittest**.]*

Teacher: Excellent! Please read the word.

Students: *hittest*.

Teacher: Is that a real word?

- Students:** No.
- Teacher:** Correct. *Hittest* is not a real word. Who can add a different suffix to *hit* to make a real word and then use that word in a sentence?
- Rudy:** *Hitter*: My grandpa says Willie Mays is the best hitter in baseball history.
- Teacher:** Great word and sentence! Everyone, write *hitter* on your whiteboard. Good job!

GUIDED PRACTICE: ACTIVITY 4

SUFFIX MATH
ENCODING

Distribute the worksheet, which depicts forming words as an equation (see the graphic below). Dictate words that follow suffix rules that students have learned. Have students spell each word by completing the equation for it.

	Base Word	+	Suffix	=	Whole Word
1		+		=	
2		+		=	

Teacher: For each word I dictate, you'll complete an equation that will help you spell the word. Instead of an equation with numbers, such as $2 + 2 = 4$, our equation is base word + suffix = whole word. As we have learned, the base word and suffix are important because they tell us which spelling rules to follow.

We'll begin by completing some equations together. The first word is *flaming*. Please say the whole word, base word, and the suffix.

Students: *flaming, flame, ing*

Teacher: Write *flame* in the base word column of the first equation on your worksheet.

[Students write.]

Teacher: How do you spell *flame*, Megan?

Megan: *f-l-a-m-e*

Teacher: Correct. I'll write on the board, so you can follow along.

*[Write **flame** on the board.]*

Teacher: What is the suffix?

Students: *ing*

Teacher: Rudy, how is *ing* spelled?

Rudy: *i-n-g*

Teacher: That's right. Write that in the suffix column.

[Students write.]

Teacher: The equation says base word plus the suffix equals the whole word. So far we have *flame* + *ing*. Before we write the whole word, we must determine whether the base word will change. Thomas, please explain what you do next.

Thomas: The *a* in the base word is long, and *flame* ends with silent *e*, so you have to drop the *e*.

Teacher: Excellent! I like the way you combined all the steps. Please write the whole word in the whole word column.

[Students write.]

Teacher: Lisa, please say the word and then spell it.

Lisa: *flaming, f-l-a-m-i-n-g*

Teacher: Nice job! The next word is *beginner*. Say the whole word, base word, and suffix.

Students: *beginner, begin, er*

Teacher: Who can tell me something that a beginner bike rider might do?

Megan: Fall over on the bike.

Teacher: Yes, a beginner is someone who is starting to learn something new, and making mistakes is a normal part of being a beginner. Write the base word and suffix on your worksheet. Lisa, how do you spell the base word?

Lisa: *b-e-g-i-n*

Teacher: Correct! How do you spell the suffix, Megan?

Megan: *e-r*

*[Write **begin** and **er** on the board.]*

Teacher: Now we're ready to spell the whole word. What is the vowel sound in the final syllable of *begin*?

Students: /i/

Teacher: Knowing the vowel sound will help you complete the rest of the equation on your worksheet. Please do that now.

[Students fill in answers.]

Teacher: Rudy, how did you spell *beginner*?

Rudy: I put two *ns*, so I spelled it *b-e-g-i-n-n-e-r*.

Teacher: Yes! Great job, everyone!

INDEPENDENT PRACTICE: ACTIVITY 1

CLOZE SENTENCES

DECODING

Distribute the worksheet, which has 10 fill-in-the-blank sentences with two word choices for each blank. Have students select the correct word and write it on the line. Then, have students take turns reading their completed sentences to a partner.

Teacher: Read each sentence silently and write the correct word in the blank. Circle the suffix of the words you write. In 3 minutes, you will read your sentences to a partner.

As students finish the worksheet, have them take turns reading the sentences to a partner.

ADAPTATION

Have students write the base word and the suffix of the words they choose.

INDEPENDENT PRACTICE: ACTIVITY 2

POINT AND READ

DECODING

Place 15 to 20 word cards faceup on a table. Include a variety of learned words with base words that change and base words that do not change when a vowel suffix is added, so that students discriminate among the words. Point to a word and call on individual students to read the word. Use a very quick pace. Occasionally question students to assess their understanding.

Teacher: When I point to a word and say your name, read the word aloud. Everyone else, read silently. I will go quickly, so pay attention.

*[Point to **taped**.]*

Teacher: Rudy?

Rudy: *taped*

*[Point to **admitted**.]*

Teacher: Megan?

Megan: *admitted*

Teacher: Nice job, everyone. Now we'll go even faster!

Continue until all the words have been read.

ADAPTATIONS

- Have students keep the cards they read correctly.
- Turn facedown cards that are read correctly.

INDEPENDENT PRACTICE: ACTIVITY 4

SPELL WORDS WITH BASES THAT CHANGE WHEN ADDING A SUFFIX ENCODING

Dictate words for students to spell. Include a variety of words with bases that change and bases that do not change when a vowel suffix is added, so that students discriminate among the different spelling rules. Have students say the base word and the suffix before writing the word.

Teacher: I will dictate a word. Say the base word and suffix, and then spell the word on your whiteboard. After you write the word, hold up the whiteboard, so I can see it.

The first word is *admitted*. Here is the word in a sentence: *I admitted that I ate the last cookie when no one was watching.*

Students: *admit, ed*

Teacher: Write the word on your whiteboard and hold it up.

[Students write the word and display their whiteboards.]

Teacher: Excellent job!

Continue dictating words.

MONITOR LEARNING

- Check whether students accurately identify base words and suffixes.
- In addition to using context clues, make sure that students apply their knowledge of word construction to read easily confused words in connected text (e.g., *cutter–cuter, moped–mopped, taping–tapping*).

GENERALIZATION

- The rules about base words that change when suffixes are added help students to read a wide variety of texts.
- The rules also provide a strategy for spelling words.

LESSON 16 WORD CARDS

arriving

blamed

buggy

admitted


beginner

bravest

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WHICH WORD? PAGE 1

1




dinner
diner

2




smokky
smoky

3




cutter
cuter

4




brokken
broken

5




skatter
skater

6




filled
filed

7




shaddy
shady

8




bitter
biter

9



tinny
tiny

10



wavving
waving

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SPINNER INSTRUCTIONS

SPINNER SUFFIXES

MATERIALS

• Paper plate

• Brass brad

• Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)

• Two spacers (e.g., washers, grommets, or eyelets from a hardware store)

• Scissors

PREPARATION

• Divide and label the paper plate into eight sections—five or six with vowel suffixes and two or three with consonant suffixes.

• Cut an arrow out of the material for the pointer.

• With scissors, make a small hole in the center of the paper plate.

• Punch a small hole in the arrow.

ASSEMBLY

• Place a washer over the hole in the paper plate.

• Place the pointer over the washer.

• Place another washer over the pointer.

• Line up the holes in the paper plate, washers, and pointers.

• Secure everything with the brass brad, pushing the brad through the spinner from top to bottom.

• Open the brad tabs on the underside of the paper plate to hold the assembly in place.

• Check to see that the pointer spins freely and adjust as necessary.

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SUFFIX MATH

	Base Word	+	Suffix	=	Whole Word
1		+		=	
2		+		=	
3		+		=	
4		+		=	
5		+		=	
6		+		=	
7		+		=	
8		+		=	
9		+		=	
10		+		=	
11		+		=	
12		+		=	
13		+		=	
14		+		=	

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CLOZE SENTENCES

Select the word with the correct spelling and write it on the line.

1. Some students _____ (included included) a map with their Civil War history project.
2. Hector and Joseph made a poster _____ (comparring comparing) farm crops in the North and South.
3. Many _____ (votters voters) in the South were unhappy that Abraham Lincoln was elected president.
4. The attack on Fort Sumter in 1861 was the _____ (begining beginning) of the Civil War.
5. Leaders in the North _____ (planned planed) to block seaports in the South.
6. The South had a hard time _____ (getting geting) food, guns, and cash.
7. Food and equipment in the North were _____ (transporttted transported) more quickly because of railroads.
8. When the Civil War ended in 1865, many people _____ (celebrated celebratted) in the streets.
9. After the war came the difficult job of _____ (unitting uniting) the North and South.
10. Just a few days after the war ended, President Lincoln was shot as he was _____ (siting sitting) and watching a play.

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