

Suffixes

Notes: We start with suffixes because they are easier for the children to hear, being at the end of the word. Any colors of the movable alphabet are fine, except for black.

All exercises are for written for 2 children. Adapt for 1; but three is too many (too much waiting).

Exercise 1

Materials: First suffix chart; two small colored movable alphabets



- Invite the children to each choose one color of movable alphabet, except black.
- Show the suffix chart. Choose any row you would like to work on – remember the row you choose!
- Each child returns to the table and constructs the words in his/her row with one color of alphabet (the same as each other).

friend	jump
friendship	jumper
friendly	jumpy

- Invite one child to read his words aloud. What part is the same in all three words? Let's change what is different to the other color we brought. This part is called a suffix – it is the part that changes a word's meaning.
- Repeat with the second child.

friend	jump
friendship	jumper
friendly	jumpy

- Invite the children to each choose another row off the chart to re-create, utilizing two colors in the first lay-out, rather than two steps as above.
- Repeat until the entire chart has been written out with the movable alphabets.
- **Second period lesson** with their own and each other's words and suffixes; invite them to make each other's words.
- When the children are complete, they may bring the chart over to check their spelling and make appropriate corrections.

Adjustment for child who is not yet reading/writing well:

- The child will only remember a few letters of a word or one word at a time – going back and forth to get the subsequent parts. Say each word for the child as he completes it. He should check his work with the chart after each set, and may or may not complete the entire chart in one day – he can come back to it again on another day.

Clean-up: encourage proficiency in having the children gather all of one letter and return them all at once; repeat with each letter.

Exercise 2

Materials: same as above, except that one movable alphabet is black.

- Invite the children to repeat the presentation above.
- When asking what part is the same and what part is different, introduce the terminology:
 - The **root** is like the root of the plant – the other parts grow from it. We'll make the root black and make the suffixes in another color.

Exercise 3

Materials: colored pencils, suffix chart 2

- Repeat the above exercises, using colored pencils instead of movable alphabets to write the words all in one color, then to re-write them in two colors.
 - Two colors, not black
 - Root is black, suffix is other colors
 - Write with colored pencils
- Introduce Suffix chart 2
 - The difference between the two charts is that with this one the words are grouped together with the same suffix added to each grouping of two words. Design and teach. Both are to do something. And then we add the “er” suffix. Those are people who do this activity. A designer designs and a teacher teaches. So the children start to see how the same suffix changes words in the same way. Another example is leaf and need. We add the suffix “y” and see that now we have made a new part of speech by changing the function. The function changes into an adjective. This would be done after they’ve already done some function of words work. These charts can be done also in the same way as the first work in the above exercises. These are also great for dictation. You can do a verbal dictation. Hold the chart and gather up the ones who have done the suffix word and ask them to spell “leaf” – and they then can write either with paper or the moveable alphabet.

- Use all words for dictation exercises.

jump	jumper	jumpy
conduct	conductor	conducting
form	former	formed
act	actor	acting
fine	finer	fineness
test	testing	tested
spend	spender	spending
friend	friendship	friendly
pain	painful	painless
music	musical	musician
kind	kindly	kindness