

Language Objectives

- Decode words with suffixes *-ly, -ful, -er, and -or*.
- Spell words with suffixes *-ly, -ful, -er, and -or*.

Building Literacy

Being able to recognize affixes, including the suffixes *-ly, -ful, -er, and -or*, is an important part of phonics instruction. Recognizing and understanding suffixes helps children decode and understand many unfamiliar multisyllable words. In this lesson:

- Students learn the meaning of suffixes *-ly, -ful, -er, and -or*.
- Students learn to decode words with suffixes *-ly, -ful, -er, and -or*.
- Students learn to spell words with suffixes *-ly, -ful, -er, and -or*.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

bravely	loudly	quietly
happily	playful	editor
slowly	farmer	skillful
helpful	inventor	helper
painful	painter	quickly
useful	harmful	dancer
driver	safely	pitcher
singer	sailor	catcher
teacher	graceful	wonderful
actor	lazily	
creator	handful	
visitor	writer	



ENGLISH LANGUAGE LEARNERS

Make sure students understand the meaning of the base words before adding suffixes. Point out that the suffixes *-er* and *-or* have the same meaning and pronunciation (/ər/). Many languages do not have a positive transfer for *r*-controlled vowels. Provide children with ample practice pronouncing the suffixes.



show me

Have children look at their Targeted Lessons Student Book, p. 127. Today you will learn how to read and spell words with suffixes. A suffix is a word part added to the end of a base word to make a new word. The new word has a related meaning but is a different part of speech. Say the suffixes at the top of the page and have children repeat. Talk about the meaning of each suffix.

Let's look at the words with the suffix *-ly*. Have children circle the suffix *-ly* in the first word. To read a word with a suffix, separate the base word and the suffix. What is the base word in the first word? (*brave*) What is the suffix? (*-ly*) What is the new word? (*bravely*) The suffix *-ly* can mean "how something is done." What does *bravely* mean? (in a brave way) When have you acted bravely? Continue in the same way with the remaining *-ly* words and the words with the suffixes *-ful*, *-er*, and *-or*. Briefly talk about each word's meaning. Point out the spelling change in *happily*. The word *happily* is made from the base word *happy* and the suffix *-ly*. The *y* in *happy* changes to *i* when the suffix is added. Use a similar procedure for *driver* to point out that the final *e* in *drive* is dropped before adding the suffix *-er*.

Read the second set of directions with children. Look at the first word. What is the base word? (*loud*) What is the suffix? (*-ly*) What is the new word? (*loudly*) Have children write *loudly*. What does *loudly* mean? (in a loud way) Use a similar procedure for *playful*, *farmer*, and *inventor*.

TEACHING STRATEGIES

Help children learn to use knowledge of suffixes when reading an unknown word.

- When you come to an unknown word, look at it carefully to find parts you know. Look for prefixes and suffixes.
- Cover any prefixes, suffixes, and endings.
- Decode the base word. Look for vowel and consonant patterns you know.
- Uncover the other word parts. Say the word, part by part. Blend the whole word.
- Use context to determine the meaning.

Suffixes -ly, -ful, -er, -or

show me

Circle the suffix. Read the word.

-ly (means "how something is done")	-ful (means "full of")	-er (means "someone who does something")	-or (means "someone who does something")
bravely	helpful	driver	actor
happily	painful	singer	creator
slowly	useful	teacher	visitor

Add the suffix to write a new word.

loud + ly = loudly
 play + ful = playful
 farm + er = farmer
 invent + or = inventor

guide me

Have children look at their Targeted Lessons Student Book, p. 128. Read the directions together. Ask children to tell you in their own words what they are to do. (They will underline the base word, circle the suffix, and read the word.)

Look at the first word. I see the suffix *-er*. Let's cover that part of the word. What is the base word? Let's sound it out: /p/ /ā/ /n/ /t/. What's the word? (*paint*) Let's underline the base word *paint* and circle the suffix *-er*. Let's read both parts. What is the word? (*painter*) What is a painter? (someone who paints) Continue the activity with the remaining words, guiding students to identify the base word and suffix and then read the word. Encourage children to identify the meaning of each word. Point out the spelling change in *lazily*. The word *lazily* is made from the base word *lazy* and the suffix *-ly*. The *y* in *lazy* changed to *i* when the suffix was added. Let's underline *lazi* for the base word.

work time

Task 1 Read the directions together. Remind children to cover the suffix and read the base word. Then uncover the suffix and read the whole word. Ask children to explain how they read the second word, *writer*. Children should recognize the final *e* in *write* was dropped when the suffix *-er* was added.

Task 2 Read the directions together. Point out that the base word is given in the meaning. Children should choose the correct suffix to make the new word.

43 Suffixes -ly, -ful, -er-, -or

guide me

Underline the base word. Circle the suffix. Read the word.

<u>paint</u> <i>er</i>	<u>safely</u>	<u>grace</u> <i>ful</i>
<u>harm</u> <i>ful</i>	<u>sail</u> <i>or</i>	<u>lazi</u> <i>ly</i>

work time

Underline the base word. Circle the suffix. Read the word.

1. hand*fu* 2. writ*er* 3. quiet*ly* 4. edit*or*

Read the meaning. Add a suffix to make a new word.

- Meaning: full of skill
skill + ful = skillful
- Meaning: someone who helps
help + er = helper
- Meaning: in a quick way
quick + ly = quickly
- Meaning: someone who visits
visit + or = visitor

128 PHONICS AND SPELLING

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 129. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *think*. This word is *think*. Listen carefully to the sounds at the end: /th/ /i/ /ng/ /k/. Show me what it looks like when you think. The other word is *any*. The *y* stands for the sound /ē/. Tell children that they will read the words *think* and *any* as they read the story *What Do You Want to Be?*

work time

Decodable Text Have children look at the story *What Do You Want to Be?* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with suffixes -ly, -ful, -er, and -or. (*dancer, actor, inventor, skillful, pitcher, catcher, writer, wonderful, happily*). Ask students to identify the base word and suffix in each. As time allows, talk about the meaning of each word.

check for understanding

What is a suffix? (a word part added to the end of a word that changes the meaning of a word) Write the suffix -ly on the board. **What is this suffix?** (-ly) **How does it change the meaning of a word?** (It makes a word mean "how something is done.") Write the word *quickly* on the board. **What is the base word?** Cover the suffix and read the base word. (*quick*) **What does quickly mean?** (in a quick way) Continue with *colorful, teacher, and inventor*.

Now let's spell words with suffixes. The first word we will spell is *gladly*. **What is the base word in gladly?** (*glad*) Write it first. Say each sound and write the word. **What is the suffix in gladly?** (-ly) Say and write the sounds in -ly. Continue with *playful, painter, and actor*.

reflect

Have children think about what they have learned. **What new words can you read and spell?** **How does being able to read and spell these words help you?**

Suffixes -ly, -ful, -er-, -or 43

guide me

think any

work time

Read the story.

What Do You Want to Be?

What do you want to be?
Think of what you like to do.
Do you like to dance? You could be a dancer.
Do you like to act? You could be an actor.
Do you like to make new things?
You could be an inventor.
Can you play baseball? You could be a skillful pitcher or catcher.
Can you write? You could be a writer of wonderful stories.
What do you want to be?
You can happily say, "I can have any job I want. I will be me!"

PHONICS AND SPELLING 129

Suffixes *-ly, -ful, -er, -or*

➤ show me

Circle the suffix. Read the word.

-ly (means “how something is done”)	-ful (means “full of”)	-er (means “someone who does something”)	-or (means “someone who does something”)
bravely happily slowly	helpful painful useful	driver singer teacher	actor creator visitor

Add the suffix to write a new word.

loud + ly = _____

play + ful = _____

farm + er = _____

invent + or = _____

➤ guide me

Underline the base word. Circle the suffix. Read the word.

painter	safely	graceful
harmful	sailor	lazily

➤ work time

Underline the base word. Circle the suffix. Read the word.

1. handful 2. writer 3. quietly 4. editor

Read the meaning. Add a suffix to make a new word.

1. Meaning: full of skill

skill + ____ = _____

2. Meaning: someone who helps

help + ____ = _____

3. Meaning: in a quick way

quick + ____ = _____

4. Meaning: someone who visits

visit + ____ = _____

➤ **guide me**

think

any

➤ **work time**

Read the story.

What Do You Want to Be?

What do you want to be?

Think of what you like to do.

Do you like to dance? You could be a dancer.



Do you like to act? You could be an actor.

Do you like to make new things?

You could be an inventor.

Can you play baseball? You could be a skillful pitcher or catcher.



Can you write? You could be a writer of wonderful stories.

What do you want to be?

You can happily say, “I can have any job I want.

I will be me!”