

Lesson 14

Syllable Division Rule for Suffixes

Objective

This lesson introduces suffix tiles and teaches the syllable division rule for suffixes.

You Will Need

- ☐ suffix tiles
- ☐ Vowel Suffixes label
- ☐ Consonant Suffixes label
- ☐ Rules for Syllable Division poster

Before You Begin

Preview Consonant Suffixes

Suffixes are word parts such as *ful* and *ly* that are added to the end of words. There are two types of suffixes: consonant suffixes and vowel suffixes. Consonant suffixes begin with a consonant and vowel suffixes begin with a vowel.

In this lesson, we'll work with the following consonant suffixes.



Consonant suffixes are stored under the Consonant Suffixes category.

Preview Vowel Suffixes

Vowel suffixes begin with a vowel and include the following.



Take a look at the following examples.

smaller **glasses** **darkest** **helping** **sleepy**

Vowel suffixes are stored under the Vowel Suffixes category.

If you are using a whiteboard, add the Consonant Suffixes and Vowel Suffixes labels to your letter tile setup.

Before You Begin Preview the Syllable Division Rule for Suffixes

(continued)



Take out the Rules for Syllable Division poster.

This lesson teaches the fifth syllable division rule.

The Suffixes syllable division rule has two parts.

Part 1. When you see a **consonant suffix**, divide the word by sliding the suffix to the right.

g r a c e f u l t h i c k n e s s

The only exception is suffix *s*. Since there is no vowel in suffix *s*, it cannot form its own syllable.

b e a k s l e g s

Part 2. When you see a **vowel suffix**, divide the word by sliding the suffix to the right. If there is a single consonant right before the vowel suffix, the suffix will grab it.

s w i m m e r w a v i n g

More than One Syllable Division Rule May Apply

The Suffixes division rule is a “shortcut” for dividing words that contain suffixes. The same results can be obtained by following the other syllable division rules. For example, *swimmer* can be divided using the Two Consonant Tiles rule of dividing between the two consonants: *swim-mer*. *Waving* can be divided with the One Consonant Tile rule of dividing before the consonant: *wa-ving*.

It is handy to know the Syllable Division Rule for Suffixes because it allows students to double-check their own work and make sure that the word they just spelled makes sense from a phonetic standpoint. However, it is equally important to keep in mind that morphology matters, too.

About Morphology and Syllable Division

Morphology is the system of word-forming elements: base words, prefixes, and suffixes. Each one of those elements is called a morpheme. Take a look at these examples:

Two morphemes: **snacks** = **snack** + **s**

Three morphemes: **distrustful** = **dis** + **trust** + **ful**

Before You Begin

(continued)

Your student has already gained a basic understanding of morphology by completing exercises such as

- identifying the root word (*What is the base word of trips?*)
- building compound words (*Which two words comprise the word windmill?*)
- making words plural (*What is the plural of wish?*)

Don't require your student to divide every word into syllables. The practice given in the explicit teaching portion of the lesson should be sufficient for most students. Syllable division rules are a tool that should be balanced with morphology and word meaning.

Review

Phonogram
Cards

Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.

Sound
Cards

Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.

Rule
Cards

Review a selection of Rule Cards from behind the Review divider.

Word
Cards

Review a selection of Word Cards from behind the Review divider. Have your student write the words in his dictation notebook.



Read through the Word Bank for Double Consonants.

Introduce Consonant Suffixes

Build the word *help* and place the following suffix tiles next to it.



Point to the suffixes. “These are called suffixes. They can be added to base words like *help*. Find the suffix that says *ful* and add it to *help* to form *helpful*.”



“Good. *Helpful* means *willing to give help*. Now form the word *helpless*.”
Student builds the word.



Build the word **mad**.

“Add a suffix to form the word *madly*.” *Student adds ly.*



“*Ly* means *like or similar to*. *Madly* means *in a way that is mad*.”

Point to the six suffix tiles in the workspace. “Each of these suffixes starts with a **consonant letter** so we call them **consonant suffixes**.”

Introduce Vowel Suffixes

“Next you will learn about vowel suffixes.”

Clear the consonant suffixes out of the way and move the vowel suffixes into the workspace.



“Each of these suffixes begins with a **vowel letter** so we call them **vowel suffixes**.”

New Teaching

(continued)

Build the word **p r ou d**.

“Find the suffix that says /er/ and add it to *proud* to form *prouder*.”

p r ou d er

“Good. Now form the word *proudest*.” *Student builds the word.*

p r ou d est

Build the word **j u m p**.

“Add a suffix to form the word *jumping*.”

j u m p ing

Sort Consonant and Vowel Suffixes

Move the following consonant and vowel suffixes into the workspace and place them in random order.

Consonant suffixes: **ful less ly ment ness s**

Vowel suffixes: **ed er es est ing ish y**

“You have learned that there are two types of suffixes: consonant suffixes and vowel suffixes. Let’s sort them into two groups.”

Have your student place all the consonant suffixes together in one group and all the vowel suffixes together in another group.

“These tiles are stored under the Consonant Suffixes and Vowel Suffixes categories.”

Clear the workspace.

Teach the Suffixes Division Rule (Part 1)

“Today you will learn a new rule for dividing words into syllables.”



Take out the Rules for Syllable Division poster and read the first part of the fifth rule with your student: “When you see a consonant suffix, divide by sliding the suffix to the right.”

“Let’s try the Suffixes Rule with the word *hopeful*.”

Build the word **h o p e f u l**.

“Point to the suffix in *hopeful*.” *Student points to ful.*

“Is this a consonant suffix?” *Yes.*

“Divide the word by sliding the suffix to the right.” *Student divides the word.*

h o p e f u l

“Good!”

Build the following words. Have your student identify the suffix and then divide the word into syllables.

kindness

(kind-ness)

mouthful

(mouth-ful)

gladly

(glad-ly)

Build the word **p e t s**.

Point to suffix *s*.

“The only exception to this rule is suffix *s*. Every syllable needs a vowel, so we can’t put suffix *s* in its own syllable. This word can’t be divided.”

Teach the Suffixes Division Rule (Part 2)

Build the word **h o p p ing**.

“Let’s divide this word into syllables. *Ing* is a vowel suffix, and vowel suffixes don’t like to be alone. If there is a consonant before a vowel suffix, the vowel suffix grabs it like a magnet.”

Divide the word, showing suffix *ing* pulling the preceding consonant into the next syllable as if it were a magnet.

h o p p ing

Build the word **th i n n er**.

“Divide this word into syllables. Make the vowel suffix grab the second n and pull it like a magnet into the next syllable.” *Student divides the word.*

th i n n er

“Read this word.” *Thinner.*

Teach the Term *Single Consonant*

“Vowel suffixes can only grab single consonants. A *single consonant* means *one consonant*.”

Move the **b**, **g**, and **t** tiles into the workspace.

“These are all single consonants. There is only one consonant on the tile.”

Move the **ch**, **ck**, and **th** tiles into the workspace.

“These are not single consonants. Each of these have two consonants working together to make one sound.”

Move the **aw**, **ay**, and **oy** tiles into the workspace.

“These aren’t single consonants either. Each of these tiles has two letters working together to say a single vowel sound. W and y are acting like vowels here.”


Move the following tiles in random order into the workspace and have your student identify which are single consonants.

m **r** **p** **ng** **sh** **ck** **aw**

Student identifies m, r, and p as single consonants.

“Vowel suffixes only grab single consonants. Their ‘magnet’ can only grab one letter.”

Build the word **s** **l** **ow** **er**.



Point to the ow. “In this word, w is part of a vowel team. It isn’t a single consonant, so suffix *er* can’t grab it.”

Divide the word. **s** **l** **ow** **er**

“Read this word.” *Slower*.



Point to the Suffixes Rule on the Rules for Syllable Division poster.

“You just learned the second part of the Suffixes Rule: When you see a vowel suffix, divide by sliding the suffix to the right. If there is a single consonant right before the vowel suffix, the suffix will grab it.”

Build the following words. Have your student divide the word into syllables using the Suffixes Rule.

napping
n **a** **p** **p** **ing**

seedy
s **ee** **d** **y**

coldest
c **o** **l** **d** **est**

boyish
b **oy** **ish**

If your student divides *seedy* as /seed-y/ and *coldest* as /cold-est/, that is fine! It means that your student is able to identify the base word and has chosen to keep it intact.



New Teaching

(continued)

Mixed Suffix Practice

Build the following words with letter tiles. Have your student determine if the suffix is a **consonant** or a **vowel** suffix. Then he should divide each word into syllables and label each syllable with the proper tag.

thickest <div>Closed Syllable Closed Syllable</div> <div>th i ck est</div>	careless <div>Name Game Syllable Closed Syllable</div> <div>c a r e less</div>
proudly <div>Vowel Team Syllable Open Syllable</div> <div>p r ou d ly</div>	flatter <div>Closed Syllable Bossy R Syllable</div> <div>f l a t t er</div>
crowning <div>Vowel Team Syllable Closed Syllable</div> <div>c r ow ing</div>	floats <div>Vowel Team Syllable</div> <div>f l oa t s</div>

There are no new Word Cards for Lesson 14.



Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in his dictation notebook.

Why did the turtle cross the railroad tracks?

Amy cut the ivy off the garden wall.

I had to chuckle at his silly jokes!

The jury did not meet today.

You have grown so much since summer!

Wait until low tide to go out on the boat.

All of a sudden the storm began.

This waffle pan is very handy!

The roar of the crowd was so loud.

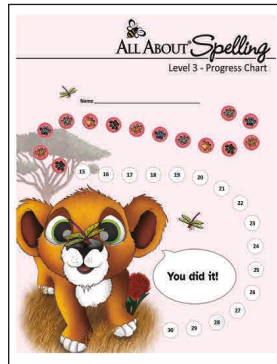
Some of us cannot sleep with all that noise!

The jelly wiggles and jiggles.

We saw a toad float by on a board.

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has a firm grasp on consonant and vowel suffixes and the fifth syllable division rule, have him mark Lesson 14 on the Progress Chart and move on to the next lesson!



Lesson 15 The Consonant Suffix Rule

Objective

This lesson teaches how to spell words with consonant suffixes.

You Will Need

- ☐ *Roar into Spelling* pages 107-109
- ☐ Silent E Book
- ☐ Rule Card 14
- ☐ Word Cards 91-100

Before You Begin

Preview the Consonant Suffix Rule



Remove the Consonant Suffix Rule poster on page 107 of the activity book and keep it handy for use in the lesson.

This rule explains that when we add a consonant suffix to a word, we don't change the base word.

Sample words include *careful*, *slowly*, and *statement*.

Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.



Read through the Word Bank for OA/OW.

Review

(continued)



Build the word **th o s e**.

“Read this word.” *Those*.

“What is the sound of the first letter?” */th/*.

“What are the two sounds th can say in a word?” */th/–/th/*.

“What is the second sound in this word?” */ō/*.

“What makes the o long?” *Silent E*.

“What is the third sound you hear?” */z/*.

“What is the most common way to spell the sound of */z/*?”
ſ.

“Label the syllable.” *Student uses the Name Game tag*.

New Teaching

Sort Consonant Suffixes and Vowel Suffixes

Move the following consonant and vowel suffixes into the workspace and place them in random order.

Consonant suffixes: **ful** **less** **ly** **ment** **ness** **s**

Vowel suffixes: **er** **es** **est** **ing** **ish** **y**

Have your student sort the suffixes into two groups: consonant suffixes and vowel suffixes.

“Today we are only going to work with the consonant suffixes.” Remove the vowel suffixes from the workspace.

Teach Spelling Rule 14: The Consonant Suffix Rule

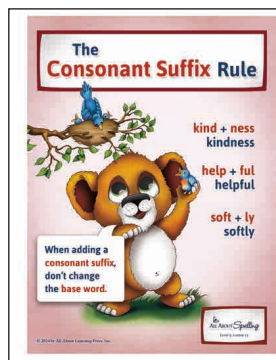
Build the word **qu i ck**.

“Add a suffix tile to turn *quick* into *quickly*.” Student adds **ly**.

Build the word **s a d**.

“Add a suffix tile to turn *sad* into *sadness*.” Student adds **ness**.

“Good. When we add a consonant suffix, the base word stays the same. We don’t change the base word.”

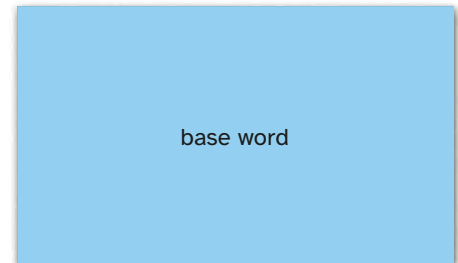
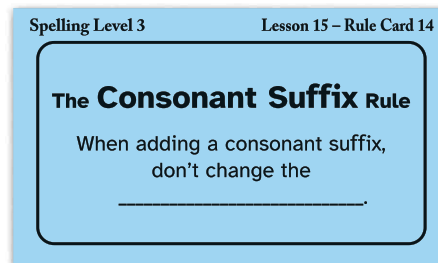


Take out the Consonant Suffix Rule poster and explore it with your student.

Read the sample words aloud and point out the base words and suffixes: *kindness*, *helpful*, *softly*.

You may wish to hang the poster in your lesson area for future reference.

Read Rule Card 14 with your student and then file it behind the Review divider.



Build each of the following base words and have your student add a suffix tile to form the desired word.

ship → **shipment**

help → **helpful**

candle → **candles**

ill → **illness**

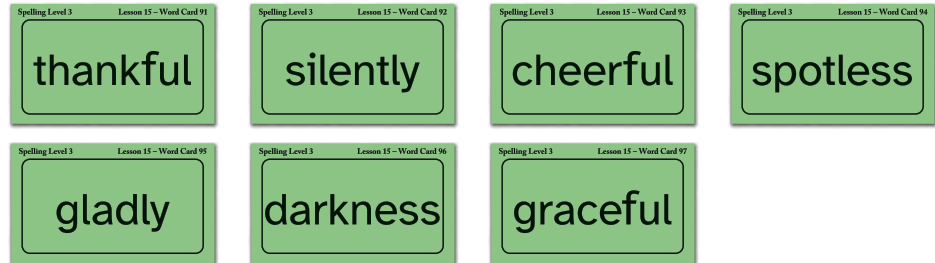
care → **careful**

care → **careless**

Spell Word Cards 91-97

Dictate the words and have your student spell them in her dictation notebook.

To give your student more practice with recognizing and adding suffixes, you may wish to first have her spell the words using the letter tiles and suffix tiles.



Note that when *ful* is used as a suffix, it only has one l. Adding two l's is a common problem for students.

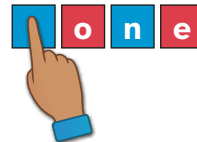


Teach *only* and Two Rule Breakers: *one* and *once*

Build the word **l o n e**.

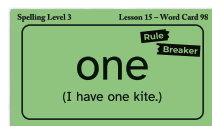
“The word *lone* means ‘by itself.’ There is just one, as in *a lone wolf*.”

Cover up the l in the word *lone*.



“The word *one* is hidden inside the word *lone*.”

Show Word Card 98 to your student.



“The word *one*, as in *I have one kite*, is a Rule Breaker. We hear the sound /w/ in the word *one*, but we don’t spell it with a w. Circle the o in this word because it doesn’t make the sound we expect it to make.” Have your student fill in the circle with yellow pencil.

“Spell the word *one*.” *Student spells the word.*

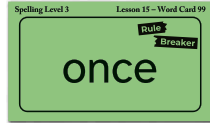
New Teaching

(continued)

“Here is a related word.” Build the word **o n c e**.

“The word *once* has a Silent E. What is the job of Silent E in this word?”
To make the c soft.

Show Word Card 99 to your student.



“The word *once* is another Rule Breaker. Why?” *Because we hear the sound /w/ but don’t spell it with a w.*

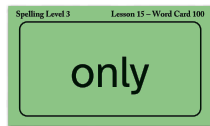
“Circle and color the o in this word.”

“Spell the word *once*.” *Student spells the word.*

Build the word **o n l y**.

“Point to the vowels in the word *only* and tell me what sound they each make.” *Student points to the o and says /ō/ and to the y and says /ē/.*

Show Word Card 100 to your student.



“This word does follow the rules. Spell the word *only*.” *Student spells the word.*

Review these three words several times today.

File the Word Cards behind the Review divider in the Spelling Review Box.