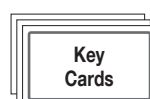
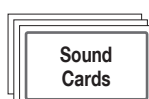
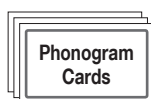


Step 11 – Consonant Suffixes

In this lesson, your student will learn three new phonograms and how to spell words containing consonant suffixes.

You will need: letter tiles oo, ea, and ed, Phonogram Cards 48-50, Sound Cards 50-52, Key Card 12, suffix tiles, yellow pencil, jail, Word Cards 61-70

Review



Word Analysis

th o s e

“Read this word.” *Those.*

“What is the first sound you hear?” /th/.

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

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

“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 VCE tag.*

Beginning on page 63, your student will learn the differences between consonant suffixes and vowel suffixes. After that, learning to add suffixes to words will be easy!

Tips for spelling words with consonant suffixes are covered in this lesson (Step 11), and vowel suffixes are covered in Step 12.

No more "suffix confusion"!

New Teaching

Teach New Phonograms OO, EA, and ED


“We have three new tiles today.”

Point to the oo tile. **oo**

“This tile says /oo/–/oo/–/ō/. Repeat after me: /oo/–/oo/–/ō/.”
Student repeats.

New Teaching

(continued)

Point to the ea tile. 

“This tile says /ē/-/ĕ/-/ā/. Repeat after me: /ē/-/ĕ/-/ā/.” *Student repeats.*

Point to the ed tile. 

“This tile says /ed/-/d/-/t/. Repeat after me: /ed/-/d/-/t/.” *Student repeats.*

“Good. Two of these tiles are vowel teams and the other is a special tile. Let’s put them in the right spot in our letter tile setup.” Help your student organize the new tiles.

Store the new tiles under the following labels:

Vowel Teams

Other Tiles



Take out Phonogram Cards 48-50 and practice them with your student.

Practice Sound Cards 50-52 with your student. Dictate the sound and have your student write the phonogram.



Any time you introduce a new flashcard in a lesson—Phonogram, Sound, Word, or Key Card—remember to file it behind the appropriate **Review** divider in your student’s Spelling Review Box. Shuffle the cards before reviewing with your student.

If your student doesn’t hesitate on a flashcard during the daily review, that card is ready to be filed behind the appropriate **Mastered** divider.

Teach Key Card 12: Suffixes

Build the word *cups*.    



“You already know how to make a word plural by adding an s. The s is called a **suffix**. A **suffix** is a word ending. It can be added to a **base word** to make a new word.”

New Teaching

(continued)

Build the suffix *ful*. **f u l**

“Today you are going to learn more suffixes. The suffix *ful* is one example. We can add *ful* to the word *cup*.”

c u p f u l

“What does this word say?” *Cupful*.

“*Cup* is called the **base word**, and *ful* is the **suffix**.”

Build the suffix *ness*. **n e s s**

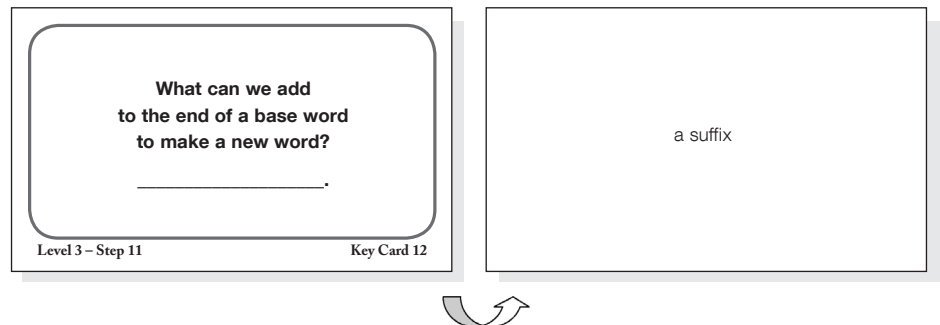
“Here is another suffix. We can add it to the word *glad* to make a new word.”

g l a d n e s s

“What does this word say?” *Gladness*.

“What is the base word?” *Glad*.

Read Key Card 12 with your student and then file it behind the Review divider.



New!

You'll notice that the suffix tiles are a different color and size than the letter tiles. Your student will be working extensively with suffixes from this point on. Using the suffix tiles instead of the regular tiles in suffix activities will help your student easily recognize and choose the correct suffix when building new words.

Sort Consonant Suffixes and Vowel Suffixes

Place the suffix tiles on the table. “These are all suffixes. Some begin with consonants, and some begin with vowels. Let’s sort them into two piles.”

Consonant Suffixes

ful **ness**
ly **s**
ment **less**

Vowel Suffixes

ed **est**
er **y**
es **ish**
ing

New Teaching

(continued)

Teach Words with Consonant Suffixes

“Today we are only going to work with the consonant suffixes.” Put away the vowel suffixes.

“I am going to dictate some words. First spell the base word with tiles, then add the consonant suffix tile.”

quickly	sadness	shipment	helpful
candles	illness	careful	careless

Teach *Lone*, *Only*, and Rule Breakers *One* and *Once*

Build the word *lone*.

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*.

o n e

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

Take out Word Card 68. “The word *one* doesn’t follow the rules. It 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.” Have your student fill in the circle with yellow pencil and throw the Word Card in jail.

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

“Here is a related word.” Build the word *once*.

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.*

Take out Word Card 69. “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 and throw this word in jail.”

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

New Teaching

(continued)

Build the word *only*. **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/. Student points to the y and says /ē/.*

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

Practice these four words until they become easy for your student.

Silent E Book: Identify the Job of Silent E

Have your student enter these words on the correct page of his Silent E Book:

grace (pgs. 1 and/or 2) **use** (pg. 1) **one** (pg. 5)
once (pg. 2) **puzzle** (pg. 4)

Word Cards 61-70: Spell with Tiles

To give your student more practice with recognizing and adding suffixes, first have him spell the words using the letter tiles and suffix tiles.

61. thankful

62. silently

63. cheerful

64. spotless

65. gladly

66. darkness


67. graceful

68. one

You can have one cookie.


69. once

70. only



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

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 61-70 and have him spell the words on paper. 

File the Word Cards behind the Review divider.

Reinforcement

More Words

blindness	boldly	coats	coldness
cupful	cuteness	days (seven days)	fitness
forgetful	forgiveness	gladness	hardness
harmful	helpful	hurtful	illness
kindness	loudness	mindful	moistness
mouthful	placement	priceless	ripeness
roads	sadness	scrapes	sharpness
shipment	stands	stiffness	thickness
useful			

Dictate Sentences

Dictate several sentences each day.

I enjoy the coldness of winter.

Once I went to bed gladly and silently.

Mom was thankful for my kindness!

The cuteness of the puppy made me cheerful.

Bob stands still in the darkness.

I ate a mouthful of grapes.

We have one box of priceless dishes.

The shipment of coats is here.

My fish swims boldly in a cupful of water.

Sue is swift and graceful as she swims.

Moistness on the roads can be harmful.

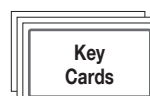
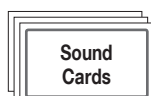
Will you ask for her forgiveness?

Step 12 – Vowel Suffixes

In this lesson, your student will learn how to spell words containing vowel suffixes.

You will need: Key Card 11 (taught in Step 8), Word Cards 71-80

Review



Word Bank for AI/AY
Word Bank for OA/OW

Word Analysis



“How many syllables do you hear in the word *forgetful*?” *Three.*

“What is the suffix in this word?” *Ful.*

“Divide the word so the suffix is in its own syllable.” *Student divides the word before the suffix.*

“What is the base word?” *Forget.*

“Divide the base word into syllables.” *Student divides the word before the g.*

“Label the syllables.” *Student uses **R-controlled**, **Closed**, and **Closed** tags.*

New Teaching

Apply Key Card 11: Doubling the Consonant When Adding a Vowel Suffix

Take out the consonant and vowel suffixes. Have your student sort the suffixes into two piles: consonant suffixes and vowel suffixes. Set aside suffix *ed* for now; it will be covered in Step 19.

“Today we are only going to work with the vowel suffixes.” Put away the consonant suffixes.

New Teaching

(continued)

“Vowel suffixes are very friendly. They like to take the consonant before them and run off to play. I’ll show you what I mean.”

Build the word *tap*.

t	a	p
---	---	---

“I want to make the word *tap* into *tapping*.”

“When I add suffix *ing* to the word *tap*, like this...

t	a	p	ing
---	---	---	-----

...the friendly vowel suffix grabs on to the *p* and runs off.”

t	a
---	---

p	ing
---	-----

“When the vowel suffix runs off with the *p*, the *a* is left open.” Point to the *a*. “Now the *a* is long. What does this word say?” *Taping*.

“Right. That isn’t the word we want, is it? We need to protect the short vowel by closing the syllable. We add an extra *p*.”

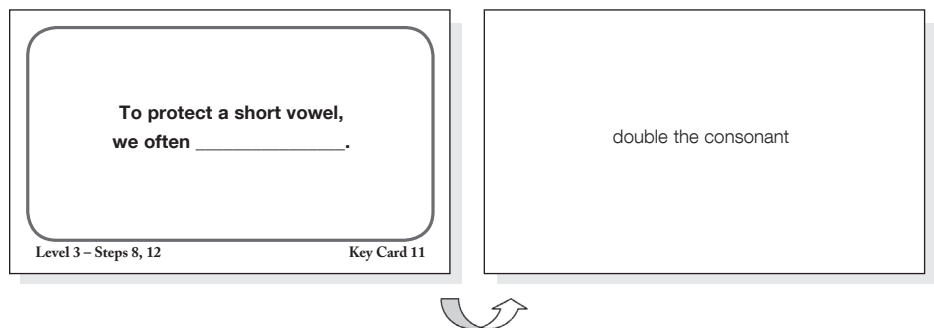
t	a	p
---	---	---

p	ing
---	-----

“Now read the word.” *Student reads tapping*.

“Much better. So you can see that sometimes we have to **protect the short vowel** by doubling the consonant.”

Read Key Card 11 with your student and then file it behind the Review divider.



Teach More about Adding Vowel Suffixes

Build the word *wet*.

w	e	t
---	---	---

“Add friendly vowel suffix *er* to form the word *wetter*.” *Student doubles the t and adds suffix er*.

New Teaching

(continued)

If your student needs extra work with this concept, have him practice with these words:

stop - stopping
plan - planning
swim - swimming


Demonstrate the “friendly vowel suffix” running off with the last consonant in the base word. Show that it is necessary to close the syllable to protect the short vowel.

“Sometimes the friendly vowel suffix runs off with the last consonant and we **don’t** have to protect the vowel—it is already protected. Look at the word *darker*.”

d ar k er

“The friendly vowel suffix runs off with the last consonant.”

d ar k er



“There is no short vowel that needs protection, so we don’t double the consonant.”

Demonstrate this concept with these words:

printing coldest faster oily

Word Cards 71-80: Spell with Tiles

To give your student more practice with recognizing and adding suffixes, first have him spell the words using the letter and suffix tiles.

- 71. running**
- 72. printing**
- 73. loudest**
- 74. stopping**
- 75. helper**
- 76. planning**
- 77. standing**
- 78. crispy**
- 79. swimmer**
- 80. wetter**

New Teaching

(continued)

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 71-80 and have him spell the words on paper.



File the Word Cards behind the Review divider.

Reinforcement

More Words

camping	childish	chopping	coldest
cutting	darker	ending	fastest
handy	helping	jogger	mopping
napping	oily	oldest	riches
rotting	sandy	strongest	thickest

Dictate Sentences

Dictate several sentences each day.

Why are you chopping down the tree?

We will go camping in August.

My helper is mopping up the water.

Do you want to go running?

The jogger is standing still now.

The baby is napping.

I am helping Sue make crispy shrimp.

I think the ending of the song is sad.

Ken is planning a big party.

That swimmer is wetter than a fish!

A green apple is rotting on the table.

Mom is so handy at home!