

Teacher Directions

The activities in this unit are designed to take approximately 10 minutes per day.

Here is a schedule that I have created.

Monday: Teach a mini lesson using the PowerPoint

Tuesday: Practice the skill using the notebook activity

Wednesday: Incorporate writing using the writing activity

Thursday: Practice using a task card scoot*

Friday: Assess with the provided assessment

*The task card scoot MIGHT take your kids longer than 10 minutes.



Monday: Mini Lesson

Use this time to introduce the weekly grammar skill. Use the provided PowerPoint. The lesson does encourage collaboration. It is important that students have a shoulder partner to share with.

The slides do ask students to come up with additional examples. You can just record these on the board if you like.

Slides can be printed if you want to have an anchor chart/poster for your classroom.



Monday: Mini Lesson

SUFFIXES

LET'S REVIEW!

What is a root word?

What is a prefix?



Tell your partner the four prefixes you have learned and what they mean.

SUFFIXES

A **suffix** is added to the end of a **root word**. It gives the word a new meaning.
Some common **suffixes** are:

-ful

-less

-er*

-est



*The suffix -er can be used two different ways!

Tuesday: Notebooks

Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

Students can work independently or with a partner.

If time permits, you can have students share an example that they have included in their notebook.



Tuesday: Notebooks



Suffixes
A suffix is added to the end of a root word.
It changes the meaning of the word.

-ful (full of)	-less (without)	COMPARATIVE
-er (someone who)	-er (more)	
	-est (most)	

Directions: Under each flap, write a word that uses each suffix. Then, write the meaning of the word.
Ex: singer = someone who sings
Ex: fastest = most fast

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Wednesday: Writing

Today students will be taking their new language skill and incorporating it into their writing.

Simply use the PowerPoint provided to guide students as to what they should be writing.

Students will write independently, but then they will work with a partner to continue practicing their weekly skill.



Wednesday: Writing

SUFFIXES

Write three sentences describing a member of your family. Include at least one suffix in each sentence.

-ful, -less, -er, -er/-est



Challenge: Include a word that uses a prefix, too!

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SUFFIXES

Trade papers with your partner. Circle any words that contain suffixes.

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Thursday: Task Cards

Today students will be practicing using task cards. Each student will need a recording sheet. You will need one set of the task cards for the class.

Spread the task cards around on the desks.

Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

If needed, you can scoot with some of your lowest learners to offer support.

This can be a graded assignment or something that you discuss as a whole group.

Thursday: Task Cards

Identify the
suffix in the
word below.

leader

Find the meaning
of the word.

peaceful

14

ose the
t suffix.

e sister
ar ____ as
goodbye
mom.

er/est

17

Friday: Assessment

SUFFIXES

Name: _____

Draw a line to match the suffix to its meaning.

-less	full of
-ful	more, or someone who
-er	most
-est	without

Write the correct suffix in the blank.

1. My friend Louis is a great paint_____
2. His paintings are always bright and color_____ and always takes his time.

Today students will work independently to take an assessment. The assessment is on a half sheet to save paper!

An answer key is included.

