

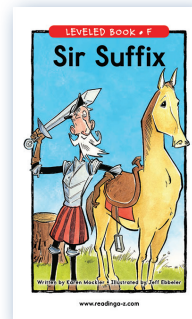
### Focus Question:

*What is a suffix, and what can it do?*

### Book Summary

Text Type: Fiction/Fantasy

Who is Sir Suffix, and what can he do? Sir Suffix ends words in new ways! In *Sir Suffix*, students will explore the usefulness of a variety of suffixes, including *-ive*, *-ful*, *-less*, and more! Colorful illustrations and engaging text make this book a perfect choice for teaching about suffixes. The book can also be used to teach students how to determine an author's purpose for writing as well as the proper use of adjectives in sentences.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by illustrations
- ☐ Discriminate medial long vowel sounds
- ☐ Identify initial consonant Ss
- ☐ Recognize and use adjectives
- ☐ Identify and use suffixes

#### Materials

- ☐ Book: *Sir Suffix* (copy for each student)
- ☐ Author's purpose, initial consonant Ss, adjectives worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *can*, *make*, *you*
- **Words to Know**  
**Story critical:** *attractive* (adj.), *friendly* (adj.), *harmless* (adj.), *rainy* (adj.), *suffix* (n.), *useful* (adj.)
- **Academic vocabulary:** *use* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *quiet* on the board. Ask students what other words they know that have the word *quiet* in them. Write student responses on the board. Underline the suffixes in the words. Explain to students that the underlined parts of the words are *suffixes*.
- Discuss with students how suffixes are added to the end of the base word, or root word, to change the meaning of the word. Ask students to share other words they know that have suffixes, and discuss how these suffixes change the meaning of the words.

##### Introduce the Book

- Give students their copy of *Sir Suffix*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and the new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know helps them better understand and enjoy what they are reading. Have students look at both the cover and the title page pictures and think about what they already know about suffixes. Invite volunteers to share their connections with the class.

##### Introduce the Comprehension Skill:

##### Author's purpose

- Write the word *PIE* on the board so that it runs vertically. Explain to students that authors have a purpose, or reason, for what they write, and write

### Guiding the Reading (cont.)

the words *persuade*, *inform*, and *entertain* on the board near your *PIE* letters. Explain to students that to persuade means to sway another to act or feel a certain way, to entertain means to amuse, and to inform means to give information.

- Choose a book students have recently read. Ask students to discuss the author's purpose for writing that book. Guide students to a class consensus. Have students work with a partner to predict the author's purpose for *Sir Suffix*.

### Vocabulary

- Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to discover how suffixes are used in words. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Where are suffixes located in a word?* (level 1) page 3
- *How does the suffix -s change the meaning of the word tie?* (level 1) page 4
- *What would happen if Sir Suffix had added -less to the end of use?* (level 3) page 6
- *What did the suffix do to the word harm?* (level 1) page 8
- *How are all the suffixes the same? How are they different?* (level 2) multiple pages

#### Text Features: Illustrations

Explain that illustrations, or pictures, are helpful when reading because they give readers a visual image to which they can make a connection. Have students review the illustrations throughout the story with a partner and discuss how the pictures help them

better understand how suffixes change the meanings of words. Have students brainstorm to generate other ways they could illustrate those same suffixes. Invite volunteers to share their ideas with the class.

### Skill Review

- Model for students how you connect to prior knowledge as you read. Share your connections with suffixes and how they are used in sentences. Ask students to share their connections with the class.
- Model evaluating text evidence to determine the author's purpose.

**Think-aloud:** *One way to better understand what I'm reading is to think about the author's purpose for writing this book. I know there are three main reasons for an author to write a book. I can use the word pie to help me remember the three purposes: to persuade, to inform, and to entertain. As I read the book, I notice the author uses examples to explain how suffixes change the meanings of words. The author is teaching the reader about how to use suffixes correctly, which makes me believe the purpose of the book is to inform the reader. Still, I will read to the end of the book, examining each example and illustration, to see if there may be a different main purpose or more than one purpose for the author writing this book.*

- Model how to complete the **author's purpose worksheet**. Have students find and underline text examples in the book that support the author's purpose. Then, have students discuss the details with a partner and determine the author's purpose for the book.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have partners share the text examples they underlined in the book. Invite volunteers to share with the rest of the class the details they chose, and have students determine the correct purpose from the board. Circle the word *inform*. Discuss with students the justification for choosing this purpose.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but should include that suffixes come at the end of words and change the meanings of base words.)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Discriminate long vowel sounds

- Write the letter *i* on the board. Ask students what sound or sounds that the letter *i* makes. Point out to students that sometimes the letter makes the short vowel /i/ sound, while other times it says its name, or makes the long vowel /i/ sound.
- Write the word *tie* on the board. Have students say the word aloud and then say the vowel sound they hear in the word *tie*. Then write the word *it* on the board. Point out the different vowel sounds in the words *tie* and *it*.
- Say the word *climb* aloud. Have students repeat the word. Ask which vowel sound they hear. Repeat with *high*, *fish*, *igloo*, *miss*, and *time*.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that has the long vowel /i/ sound: *knight*, *brim*, *lie*, *dragon*, *sigh*, *wing*, *wig*, and *flight*.

##### Phonics: Initial consonant Ss

- Write the word *sir* on the board and say it aloud with students.
- Have students say the /s/ sound aloud. Then, run your finger under the letters in the word *sir* as students say the whole word aloud. Ask students to identify which letter represents the s sound in the word *sir*.
- Have students practice writing the letter Ss on a separate sheet of paper while saying the /s/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant Ss: *sun*, *salt*, *seeds*, *soap*, *smile*, and *swing*. Say each word, one at a time, and have students repeat. Invite volunteers to come to the board and add the initial consonant Ss each word. Have students read the new words to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ss worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Adjectives

- Ask students to turn to page 6 of the book. Have volunteers call out words that describe the people and things in the illustration, and record these answers on the board.
- Explain to students that these describing words are called *adjectives* and that adjectives are words used to describe nouns, such as people, places, and things.
- **Check for understanding:** Have students turn to page 11 and work with a partner to describe the people and animal on this page. Have partners brainstorm to generate a list of adjectives, and invite volunteers to share these adjectives with the class. Have students give a thumbs-up if the word shared is indeed an adjective.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

### Word Work: Suffixes

- Write the following words on the board: *useful*, *harmless*, and *friendly*.
- Explain to students that *suffixes* are added to the end of words to change the meaning of the base, or root, word.
- Have students look at the word *useful*. Ask a volunteer identify the base word (*use*) and define it. Underline the base word on the board. Explain that the suffix *-ful* means full of. Therefore, the word *useful* means full of use. Repeat this process with the other words on the board.
- Have students find other words from the book. Ask them to talk with a partner about the base words and suffixes.
- **Check for understanding:** Have students draw boxes around the base words and underline the suffixes of the words in the book. Ask them to orally create sentences for each word and share with a partner.

### Connections

- See the back of the book for cross-curricular extension ideas.