

## Grade 2 | Unit 8 | Module 2

All syllable types, variant ways for short vowel sounds, and derivational suffixes

### Lesson 3

#### Introduce Suffixes *-ish* and *-able*

Base Lesson

Duration: 45-65 mins

New Jersey Standards Alignment

L.2.1.F., L.2.2.D., L.2.4.A., NJLSLA.L3., NJLSLA.L4., RF.2.3.C., RF.2.3.D., RF.2.3.E., RF.2.4.B., RF.2.4.C.

## Objectives

### Teacher Objectives

#### Students Will Be Able To...

- read grade-level text with purpose and understanding
- identify and decode words with suffixes *-ish* and *-able* and understand how they change the meaning of the word
- spell words using learned patterns and generalizations
- read and spell high-frequency words *hold*, *old*, *told*
- write in print legibly with correct form
- read words, phrases, and sentences with learned phonics patterns in connected text with accuracy, automaticity, and appropriate phrasing/expression
- stop and recognize an error while reading, self-correct the error, and reread to make sense of the sentence
- produce simple and compound sentences in language activities

### Student Objectives

#### I Can...

- read grade-level text with purpose and understanding (Fluency)
- read and understand words with suffixes *-ish* and *-able* (Word Study)
- spell words using the information that I learned (Word Study)
- read and write the words *hold*, *old*, and *told* (High-Frequency Words)
- print upper- and lowercase letters using correct form (Handwriting)
- recognize and read words, phrases, and sentences with phonics patterns learned in connected text with phrasing and expression (Fluency)
- stop and correct an error while reading and reread to check for understanding (Fluency)
- write simple and compound sentences (Language Connection)

## Pre-Instruction

### Materials & Preparation

#### Teacher

- [Affix cards](#) (printed copy for teacher)
- Anchor chart (created by teacher in Lesson 1)
- [Base word/root cards](#) (printed copy for teacher)
- [Decodable book: \*Our Changing Earth\*](#) (projectable)
- [Grade-level text: \*Earth's Water\*](#) (projectable)

- [High-frequency word flash cards](#) (printed at the beginning of the unit)
- [Observation checklist for Unit 8, Module 2, Lesson 3](#) (printed copy for teacher)
- Suffixes anchor chart (created by teacher)

## Student

- [Affix cards](#) (printed and cut for each student)
- [Base word/root cards](#) (printed and cut for each student)
- [Decodable book: \*Our Changing Earth\*](#) (printed copy or digital version for each student)
- [Fluency graph](#) (printed copy for each student to use in Lessons 3, 4, and 5)
- [Grade-level text: \*Earth's Water\*](#) (printed copy or digital version for each student)
- [High-frequency word flash cards](#) (printed, cut, and placed in a bag or a box on the first day of each unit)
- Print or digital dictionary (not provided, Enrich)
- Student journals (not provided)
- Whiteboards (not provided)
- [Word cards](#) (printed and cut for class)

## Instruction

### Set the Stage

5 mins

Activities that engage students' prior knowledge and interests, or pique students' interests; often referred to as an Anticipatory Set

### Grade-Level Text Fluency: *Earth's Water*

5 mins

**Review** the module question: How does Earth's surface change?

**Display** page 10 of [Grade-level text: \*Earth's Water\*](#). Briefly summarize what was read previously and how it related to the module question. Explain to students they should think about how water changes Earth's surface as you read the text together today.

#### [Sample Dialogue](#)

We have learned a lot about water in what we have read so far in *Earth's Water*. Yesterday, we read water has different forms, including liquid, solid (ice), and gas, which is also called water vapor. Today, we will learn more about how Earth's water changes form, and about its importance on Earth. As we read, let's think about how what we learn helps us answer the question: How does Earth's surface change?

**Choral read** pages 11–15 of [Grade-level text: \*Earth's Water\*](#) with students using [Grade-level text: \*Earth's Water\*](#). Model reading at a good rate, with expression. Pause as needed to clarify vocabulary by reading the word, briefly defining it, and then rereading it in context. If necessary, reading can be spread over the course of the day, as time permits.

**Point out** any examples you see of words that reflect today's phonics or word study skills. Explain to students they will be learning more about that skill today.

#### [Sample Dialogue](#)

Today, we are going to learn about two more suffixes. I see an example of one on page 15 of *Earth's Water*. Listen to this sentence: Littering and dumping trash lead to dirty and unusable water. The suffix *-able* means "is or can be," so *usable* means "can be used." This word is tricky, because it also has a prefix *un-*. We know the prefix *un-* means "not," so unusable water is water that cannot be used. We will learn more about this suffix later today.

### Check for Understanding

## 1 - Fluency

I can read grade-level text with purpose and understanding.

Record observations in [Observation checklist for Unit 8, Module 2, Lesson 3](#).

\*\*See Reteach/Enrich section for follow-up activities if needed.



### Teacher Tip

If you created an anchor chart to record discussion notes related to the module question, display it and add to it.

## I DO: Teach

15 mins

Lesson with a narrow focus where the teacher provides explicit instruction on a content-specific concept, strategy, or skill

### Word Study: Introduce Suffixes *-ish* and *-able*

5 mins

**Write** the following sentences on the board and read them aloud: Ron is so selfish he took all the cookies for himself! The path in the woods is bumpy, but walkable. Box the suffix *-ish* in *selfish* and the suffix *-able* in *walkable*.

**Introduce** the suffix *-ish* using *selfish*. Explain the meaning of the suffix, and explain how it changes the meaning of base words. (The suffix *-ish* means “having the characteristics of” or “like” or “about.”)

#### [Sample Dialogue](#)

The word *selfish* in this sentence has a suffix. Remember, a suffix is a letter or group of letters added to the end of a base word to change the meaning and create a new word. We have also learned adding a suffix sometimes changes the form of the word as well as the meaning. The suffix *-ish* is spelled *i-s-h*. It means “having the characteristics of” or “like” or “about.” What is the base word in *selfish*? (*self*) The word *self* is a noun. When we add the suffix *-ish*, it becomes the adjective *selfish*, which describes people who are only concerned about themselves.

**Introduce** the suffix *-able* using *walkable*. Explain the meaning of the suffix, and explain how it changes the meaning of base words. (The suffix *-able* means “is” or “can be.”) Note: When you isolate and say the suffix *-able* to students, remember to pronounce it as /ə-bəl/, with the stress on the second syllable, not like the word *able*. Point out the similarity in spelling and meaning, but difference in pronunciation, between the suffix and the word.

#### [Sample Dialogue](#)

This word contains the suffix *-able*. The suffix *-able* is spelled *a-b-l-e*. It means “is” or “can be.” It is spelled the same way as the word *able*, *a-b-l-e*, and it is related in meaning to that word. However, we pronounce it differently from the word *able*. The letter *a* in the suffix stands for a schwa sound, and its syllable is not stressed. What is the base word? (*walk*) The word *walk* can be a verb or a noun, but when we add the suffix *-able* to it, it becomes an adjective. The word *walkable* describes a surface one can walk on.

**Demonstrate** reading new words using the suffixes *-ish* and *-able*. Write the following words on the board: *childish* and *washable*. Model identifying and boxing the suffix and blending the base word and suffix together to read the word.

#### [Sample Dialogue](#)

(Point to the word *washable*.) Let's look at this word. I see the suffix is *-able*. (Draw a box around *-able*, and then point to *wash*.) What is the base word? (*wash*) Now, let's blend the base word and the suffix together: *washable*. What word is it now? (*washable*) The word *washable* is an adjective. The suffix *-able*

means “is or can be,” so *washable* means “can be washed.” I will use it in a sentence: My sweater is made of a washable material. (Repeat this process with *child* and *childish*.)

**Remind** students recognizing a suffix can help students when they divide longer words into smaller parts. Point out suffixes are often made up of just one syllable, but there are many exceptions. For example, the suffix *-able* has two vowel sounds, so it has two syllables.

**(Time Permitting) Practice:** Write the following words for students on the board: *drinkable*, *warmish*, *foolish*, *movable*. Guide students to read each word, identify the base word and the suffix, and use the definition of the base word and suffix to understand the word’s meaning. Point out any changes to the spelling that occurred to the base word because of the suffix, such as dropping the final *e* in *move* when creating *movable*.

### Check for Understanding

2 - Word Study

I can read and understand words with suffixes *-ish* and *-able*.

Observe students and record your notes in the [Observation checklist for Unit 8, Module 2, Lesson 3](#).

\*\*See Reteach/Enrich section for follow-up activities if needed.

**Corrective Feedback:** If students struggle to read the base word or suffix, segment and blend each part separately, before blending the base and suffix together.



### Teacher Tip

Create an anchor chart of suffixes to use in Lessons 3 and 4. Create columns for Suffix, Meaning, and Example Words and fill in the chart with this information as you teach the suffixes to students this week. Post the chart in your classroom for students to refer to throughout the module.

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## Word Study: Build Words with the Suffixes *-ish* and *-able*

5 mins

**Model** building and reading words with suffixes *-ish* and *-able* using [Base word/root cards](#) and [Affix cards](#).

[Sample Dialogue](#)

We will build some words with the suffixes *-ish* or *-able*. I will build the word *washable*. The base word is *wash*. I know how to spell it: *w-a-s-h*. I'll find the card that shows that spelling. (Hold up the *wash* card.) And, here is the suffix card *-able*. I can add this to the base word to create *washable*. Say it with me: *washable*.

**Practice:** Tell students they are going to use [Base word/root cards](#) and [Affix cards](#) to build five words. Each word will contain either the suffix *-ish* or the suffix *-able*. Dictate each word and example sentence listed below, one at a time. After hearing a word, students will build the word following these steps. Students should:

- say the word
- say the base word and suffix separately
- build the word using the base word and affix cards
- read the word
- check against the correct spelling (displayed by the teacher) and correct the word if needed.

Dictation words:

*fixable* (Optional: That spelling mistake is *fixable*.)

*brownish* (Optional: Her red hair has a *brownish* tint to it.)

*warmish* (Optional: The *warmish* broth soothed my throat more than a hot drink would.)

*childish* (Optional: The adults enjoyed the *childish* game.)

*workable* (Optional: We found a *workable* solution to our problem.)

### Check for Understanding

#### 2 - Word Study

I can read and understand words with suffixes *-ish* and *-able*.

#### 3 - Word Study

I can spell words using the information that I learned.

Observe students building words and record your notes in

[Observation checklist for Unit 8, Module 2, Lesson 3.](#)

\*\*See Reteach/Enrich section for follow-up activities if needed.

**Corrective Feedback:** If students misspell a word, do the following:

- Repeat the word. Identify the base word or affix card the student placed incorrectly. Guide the student to the correct spelling for the word part.
- Have the student correct the error by changing the card.
- Have the student spell and read the word aloud.

## High-Frequency Words: *hold*, *old*, and *told*; Handwriting Practice

5 mins

**Introduce** the new high-frequency words (HFWs) *hold*, *old*, and *told*. with the [High-frequency word flash cards](#). Have students take out a whiteboard and a marker. Introduce each word by saying it, saying it again with students, and then chorally spelling it with students. Explain the word's meaning and use it in a sentence. If a word contains a phonics element that students are studying in this module, point it out. The following definitions are provided for your reference: **hold** (v.): to have and carry something, usually using hands or arms; **old** (adj.): born, built, or made long ago; not new; **told** (v.): the past tense of the verb *tell*, to say or to put into words.

**Analyze** the word, pointing out any challenging sound-spelling patterns and word parts using the skills students have learned. Then, write the word, saying each sound as you write the grapheme that represents that sound.

### [Sample Dialogue](#)

Let's look closely at this word: *hold*. I am going to say each sound in the word *hold* and write the letter or letters which spell each sound. (Say each sound /h/, /ō/, /l/, /d/ as you write the corresponding grapheme on the board, *h-o-l-d*.)

**Say** the word slowly and have students write it on their whiteboards. Tell students to form each letter carefully and neatly.

**Display** the word and tell students to check their spelling and correct errors immediately.

**Repeat** with the remaining words.

**Model** using the words in short sentences by writing one on the whiteboard.

### [Sample Dialogue](#)

Let's look at one of today's words in a sentence: Can you please *hold* my bag while I put on my coat?

### **Collaborative Practice:**

- Working with a partner, each student will choose at least one HFW.
- Have them write a simple sentence on their whiteboard, omitting the HFW. Partners switch whiteboards and fill in the blank with the HFW that makes the most sense.
- Have them check their spelling and correct any errors immediately using [High-frequency word flash cards](#).

### Check for Understanding

#### 4 - High-Frequency Words

I can read and write the words *hold*, *old*, and *told*.

#### 5 - Handwriting

I can print upper- and lowercase letters using correct form.

Observe students and record your observations using the

[Observation checklist for Unit 8, Module 2, Lesson 3.](#)

\*\*See Reteach/Enrich section for follow-up activities if needed.

**Corrective Feedback:** While you observe student pairs, evaluate their handwriting, spelling, and reading. As needed, model correct letter formation when you write out the words.



### Teacher Tip

The rhyming nature of today's HFWs creates a fun opportunity for word play writing. If time allows, have students help you write a class poem or limerick on the board using today's HFWs in a rhyming pattern. You might also include another HFW from this module: *cold*.

## WE DO: Guided Practice

15 mins

The teacher, with the help of students, applies the content of the concept being taught; may include think-alouds, whole group and small-group activities, checks for understanding, and formal evaluation

## Word Study: Decoding and Encoding Words with the Suffixes *-ish* and *-able*

5 mins

**Explain** to students they are going to use their knowledge of suffixes to spell and read words. Break students into two teams. Team A will read words with the suffix *-ish* and Team B will spell the words. Team B will read words with the suffix *-able* and Team A will spell the words.

**Give** each team the [Word cards](#) with the suffix they are to read.

**Rotate** the reading and spelling teams after each word. A player on Team A reads the word on the card. Another player on that team uses the word in a sentence. Team B works together to spell the word on a whiteboard. Roles then reverse with Team A spelling and Team B reading.

**Explain** the scoring rules to students. The reading team scores one point for reading the word correctly on the first attempt. The spelling team scores a point for spelling the word correctly. Remind teams they can and should make corrections as needed while they are spelling, but the answer they show the class is the only one that counts for scoring.

### Check for Understanding

2 - Word Study

I can read and understand words with suffixes *-ish* and *-able*.

3 - Word Study

I can spell words using the information that I learned.

Observe students and record your notes in the [Observation checklist for Unit 8, Module 2, Lesson 3.](#)

\*\*See Reteach/Enrich section for follow-up activities if needed.

**Corrective Feedback:** If students struggle to spell a word, break the word into its syllables and stretch out the sounds of the base word before blending the whole word together.

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## Fluency: Read Connected Text

10 mins

The comprehension checks are not about teaching comprehension strategies. They are checks focused on one or two questions that can generate conversation. These checks are in place to make sure that students comprehend what they read.

**(Optional) Focus on Fluency:** Choose a specific fluency skill (accuracy and self-correction, reading rate, phrasing, or intonation and stress) and teach/model it using its mini-lesson from [Fluency Mini-Lessons and Routines](#). You might want to review the same fluency skill you taught in Lesson 1. If needed, use the [Fluency Rubric Table](#) to evaluate students' mastery of specific fluency skills before choosing a skill to focus on. Although each mini-lesson includes a section for

practice and application, we recommend using only the teaching/modeling portion of the mini-lesson now. If you feel students need additional practice with that specific fluency skill, use the practice/apply section of the mini-lesson during small-group time.

**Introduce** the [Decodable book: \*Our Changing Earth\*](#). Have students choral read the title aloud. Briefly note the main topic of the book to help students make a connection to prior knowledge.

**Explain** the book will contain sound-spelling patterns or word parts students have been learning and remind them to apply that knowledge as they read. Point out the featured skills (such as *r*-controlled vowel sounds), and remind students to use strategies such as segmenting and blending the sounds to read unfamiliar words.

### [Sample Dialogue](#)

Today, we will read a book with examples of the kinds of suffixes we have been learning about. While we are reading, I want you to look for and listen for words with a suffix you recognize. When you come to an unfamiliar word, use everything you have learned about sound-spelling patterns and word parts to help you figure out the word's sounds. Then, blend the sounds together from left to right to read the whole word.

**Display** the story words for this text (see the list of story words in the book's Instructional Focus Chart). Explain that students may not be able to read these words independently yet as some of their sound-spelling patterns have not been taught yet. Read the story words with students and explain the meaning of any unfamiliar words.

**Direct** students to whisper read the [Decodable book: \*Our Changing Earth\*](#) to you, to themselves, or to a partner. Listen to students as they read. Prompt them to use their letter-sound knowledge to read.

**Use** the [Self-Correction Strategies](#), which includes prompts for students to self-correct as they read connected text.

**Fluency Check:** Monitor student reading. This is a good opportunity for a repeated reading using the following steps:

- Tell the student to put the name of the decodable book and their goal for the week on the [Fluency graph](#).
- Time the student reading for one minute or allow partners to time each other. Encourage the student to read the whole text by saying, "Mark your book at one minute but keep reading until you reach a good stopping point."
- When the reading is completed, students calculate words correct per minute (WCPM), and graph the WCPM for their decodable book in the My 1st Reading section on their graph.
- Here is a suggested [Words Correct Per Minute Chart](#).

**Comprehension Check:** Ask questions about the text to check comprehension. Have students turn to their partner and retell or summarize the text together, or share something they learned.

### Check for Understanding

1 - Fluency

I can read grade-level text with purpose and understanding.

6 - Fluency

I can recognize and read words, phrases, and sentences with phonics patterns learned in connected text with phrasing and expression.

7 - Fluency

I can stop and correct an error while reading and reread to check for understanding.

Observe students while they read the text and record your observations in

[Observation checklist for Unit 8, Module 2, Lesson 3](#).

\*\*See Reteach/Enrich section for follow-up activities if needed.



### Teacher Tip

The literacy block is a great time to review the skills learned using the decodable reader. You can connect to the phonics skill by having students demonstrate reading words that exemplify that skill in other texts.



### Teacher Tip

Tracking words per minute is an indicator of students' growth in automaticity, but do not let them think you are trying to get them to read faster. The increase in reading speed (as well as improvements in reading with expression) will happen with authentic reading practice, not with overt instruction or implied emphasis on reading fast.

## YOU DO: Independent Practice

15 mins

Students work independently to practice and apply new concepts and skills using the digital resources for each lesson; may include videos, games, or reading resources

ASSIGN



Suffixes: *-ish*, *-able*, *-ar*, *-er*, *-or*

Videos | Video | Grade 2



Read words with the Suffixes *-ish* and *-able*

Games | Interactivity | Grade 2



Read Words with the Suffixes *-er*, *-or*, and *-ar*

Games | Interactivity | Grade 2



Our Changing Earth

Books | Non-Fiction | Informational | Grade 2

**How will students see this assignment?**

**Main Quest**

Unit = **World 8**

Module = **Mission 2**

Lesson = **Level 3**

## Closure

5 mins

Teacher and students revisit the learning objective and share their reflections, or what they applied during instruction; may include formative assessment (reflection, exit ticket, journal entry, etc.)

## Language Connection: Return to Module Question

5 mins

**Display** the module question to students: How does Earth's surface change? Refer to the anchor chart (if you created one) of discussion notes about the module question.

**Display** [Decodable book: \*Our Changing Earth\*](#). Direct students' attention to [Decodable book: \*Our Changing Earth\*](#). Facilitate a brief discussion connecting the text to the module question.

[Sample Dialogue](#)



We read a text called *Our Changing Earth*. What did we learn in that book about how Earth's surface can change?

**Write** this prompt on the board and read it with students: How can a change in Earth's surface affect people, plants, or animals? Then, have them write one to two compound sentences to answer your question in their student journals. Remind students of the characteristics of a compound sentence. Model writing a sentence of that type on the board.

### Sample Dialogue

A compound sentence is made up of two complete ideas joined together with a comma and a connecting word, such as *and*, *but*, or *or*. I will write this compound sentence as an example: She can help me cook dinner, or she can play outside with the dog. One sentence is: She can help me cook dinner. The other is: She can play outside with the dog. I joined them together, replaced the first period with a comma, and used the word *or* to connect the two complete thoughts. Now, you try it as you write an answer to my question: How can a change in Earth's surface affect people, plants, or animals? Remember, a sentence always starts with a capital letter and ends with punctuation.

**Collaborative Practice:** Use turn and talk to have students share their sentences with their partners.

### Check for Understanding

8 - Language Connection

I can write simple and compound sentences.

Observe students and record your notes in [Observation checklist for Unit 8, Module 2, Lesson 3](#).

\*\*See Reteach/Enrich section for follow-up activities if needed.

**Corrective Feedback:** If students are struggling to write compound sentences, point out which characteristics of the sentence are missing or incorrect and show them how to revise.

## Post-Instruction

### Reteach & Enrich

10 mins

#### Reteach

5 mins

Reteach activities provide support for students who need additional instruction and practice to meet a learning objective or skill.

#### Check for Understanding

1. Fluency: I can read grade-level text with purpose and understanding.
6. Fluency: I can recognize and read words, phrases, and sentences with phonics patterns learned in connected text with phrasing and expression.
7. Fluency: I can stop and correct an error while reading and reread to check for understanding.
  - Echo read pages 11-12 of [Grade-level text: \*Earth's Water\*](#) with students following in [Grade-level text: \*Earth's Water\*](#). Focus on phrasing and expression. Model how to stop and correct an error while reading. Ask students questions and have students retell the information in their own words to demonstrate comprehension.
2. Word Study: I can read and understand words with suffixes *-ish* and *-able*.
3. Word Study: I can spell words using the information that I learned.
  - Work with small groups to practice reading and building words with the target suffixes. Write the following words on the board: *fixable*, *breakable*, *cleanable*, *selfish*, *childish*. Box the suffix and underline the base word in each word. Guide students to read each word's base word and define it. Read the suffix with students and remind them of its meaning. Then read the base word and suffix together, and guide students to figure out what the whole word means.
4. High-Frequency Words: I can read and write the words *hold*, *old*, and *told*.
5. Handwriting: I can print upper- and lowercase letters using correct form.
8. Language Connection: I can write simple and compound sentences.
  - Display today's HFWs using [High-frequency word flash cards](#) and have students read them aloud. Then, have partners work together to write a simple sentence using at least one of the HFWs, making sure to print their letters, using correct form. Circulate to provide support, including sentence frames if needed, and help students to write and use each HFW correctly.

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## Enrich

5 mins

Enrich activities are for students who have demonstrated the need for more complex, challenging materials based on the unit's observation checklist objectives.

### Check for Understanding

1. Fluency: I can read grade-level text with purpose and understanding.
6. Fluency: I can recognize and read words, phrases, and sentences with phonics patterns learned in connected text with phrasing and expression.
7. Fluency: I can stop and correct an error while reading and reread to check for understanding.
  - Have partners read [Decodable book: \*Our Changing Earth\*](#) to each other, focusing on phrasing and expression. Remind them to stop and correct any errors they might make as they read, and ask them to point out any examples of familiar suffixes they might find. Then, have partners discuss their favorite part of the book to check for understanding.
2. Word Study: I can read and understand words with suffixes *-ish* and *-able*.
3. Word Study: I can spell words using the information that I learned.
  - Challenge students to make a list in their student journal of five words with the suffix *-able* and five words with the suffix *-ish*. Have them use their lists to create a spelling quiz for a partner. Tell them to read each word aloud and then let their partner spell the words in their student journal. Check the spelling of each word and correct it if needed before having students switch roles.
4. High-Frequency Words: I can read and write the words *hold*, *old*, and *told*.
5. Handwriting: I can print upper- and lowercase letters using correct form.
8. Language Connection: I can write simple and compound sentences.
  - Have students refer to the [High-frequency word flash cards](#) and write three simple sentences in their student journal with the HFWs. Ask students to make sure they have printed their letters clearly and correctly before switching papers with a partner to read each other's sentences.
8. Language Connection: I can write simple and compound sentences.
  - Have students work with a partner to brainstorm a compound sentence. Direct one student to write a simple sentence in their student journal and read it to their partner. Direct the other student to write that sentence in their journal, and then write another simple sentence that expands on the first sentence, and read it to their partner. The first partner writes that sentence in their journal. Then, have them work together to figure out how the two sentences could be joined to create a compound sentence. After they have decided, they should each write the agreed-upon compound sentence in their journal.