

Lesson Plan for the Suffix '-er'

Phonics Pattern for Focus: Suffix '-er'

Teacher Note: When you see a suffix in quotations, for example '-er', you say the letter names, for example 'e', 'r'. When you see a suffix in slashes, for example /er/, you read the letter sounds together.

OPEN WITH A LISTENING GAME: Warm up with a morphemic awareness activity to get students identifying morphemes.

A morpheme is the smallest unit of meaning in a language; it may be a word or word part and may be a single syllable or more than one syllable. For example, the word *mix* has one syllable and one morpheme. If we add an '-ed' to the end of *mix* (*mix* + '-ed' = *mixed*), the word now has two morphemes.

Teacher says the words below and students identify the base word.

painter (paint)	cracker (crack)	darker (dark)	blender (blend)	shorter (short)
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WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

- Use any flash cards that students need to review or that have been recently introduced.
 - For flash cards with keyword pictures: Say the letter, keyword, and sound. For example, "t, top, /t/."
 - For flash cards with letters only: Say the sound. For example, "/t/."
- Use any previously taught morpheme flash cards (suffix '-s', '-es', '-ing', and '-ed').

Important Note: Listen for sound production and correct as needed.

Sounds/Morphemes to Review:

ar	or	er	ir	ur
Suffix '-s'	Suffix '-es'	Suffix '-ing'	Suffix '-ed'	

Materials Needed:

- ☐ 'er' picture flash card
- ☐ suffix '-er' flash card
- ☐ previously taught suffix flash cards to review (suffix '-s', '-es', '-ing', and '-ed')
- ☐ phonics flash cards to review
- ☐ pencil and paper for dictation

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INTRODUCE THE SUFFIX '-er':

- Show the students the 'er' picture flash card.
- Say, "We have already learned that 'er' says /er/ like in the word *fern*. We know that the sound /er/ is in the words *clerk* and *verb*."
- Say, "Today I am going to show you a new card that has 'er' on it but instead of 'er' being a part of the base word, this 'er' is a suffix. Remember, a suffix is added after a base word and changes the meaning of the word."
- Next, grab your suffix '-er' flash card.
- Say, "The suffix '-er' (pronounced "suffix 'e', 'r'") can mean a person who does something, like a teacher is a person who teaches. The base word is *teach* and when you add the suffix '-er' it makes it a person who teaches."
- Write the word *singer* on the board. Say, "Turn and tell your partner: What's the base word, and what does it mean when you add the suffix '-er'?" [The base word is *sing*, and *singer* means someone who sings.]
- Say, "The suffix '-er' can also mean a thing that does something, like a *blender* is something that blends."
- Write the word *printer* on the board. Say, "Turn and tell your partner: What's the base word, and what does it mean when you add the suffix '-er'?" [The base word is *print*. A *printer* is something that prints.]
- Say, "Finally, the suffix '-er' can also mean more or can be used to compare. For example, I am short, but my daughter is shorter than I am. The word *shorter* helps us compare. It shows that my daughter is shorter than I am."
- Say, "Watch and listen to what we will say when we see this card. The suffix '-er' says /er/, and it means someone who, something that, more, or compares."
- Say and have students repeat, "The suffix '-er' says /er/, and it means someone who, something that, more, or compares."
- Write the word *her* on the board. Say, "In the word *her*, 'er' is part of the base word. If I take away the 'er', I am left with 'h' and 'h' is not a word."
- Write the word *tall* on the board. Have students read the word. [*tall*] Now add the suffix '-er' to the word. Ask students to read the new word. [*taller*]
- Write on the board:
My dad is taller than my mom.
Have students read the sentence out loud together.
- Say, "The suffix '-er' that is added to *tall* tells me that the dad is more tall than the mom."
- You can write the following words on the board (one at a time) and then add the suffix '-er' and have students read the words: *kind*, *paint*, *stick*, *dance*.

Teacher Tip: The language you use should be based on your students' grade level or language comprehension level.

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DICTATION: Connect the sounds and morphemes you hear to their spellings.

Dictating Morphemes

If it is a new morpheme:

1. Spell the morpheme as you write it. Then say the morpheme, its sound(s), and the meaning. For example, "The suffix '-s' can say /s/ or /z/. It makes a noun plural and can help the verb sound right."
2. Students repeat the spelling, the morpheme, its sound(s), and the meaning as they write. They can do this for the new morpheme 3 to 5 times. [The suffix '-s' can say /s/ or /z/. It makes a noun plural and can help the verb sound right.]

If it is a morpheme you are reviewing:

Option 1:

1. Spell the morpheme as you write it. Then say the morpheme, its sound(s), and the meaning. For example, 're', /rē/, means back or again.
2. Students repeat the spelling, the morpheme, its sound(s), and the meaning as they write.

Option 2:

1. Display previously taught morphemes.
2. Say, "This prefix/suffix/base word means _____. Which morpheme is it?"
3. Students write the morpheme.
4. Check together and correct or discuss as necessary.

Morphemes to Dictate:

1. Say "The suffix '-er' says /er/, and it means someone who, something that, more, or compares."
2. Students will repeat as they write the suffix '-er' each time.

-er	-er	-er	-er
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Dictating Words:

1. Say the word and have students repeat it. [cracker]
2. Say, "What is the base word?" [crack]
3. Say, "Write the base word _____ [crack] and then make it something that cracks _____." [cracker]
(Students write *crack* and then add the suffix '-er' to make it say *cracker*.)
4. Check together.
5. After all words have been dictated, students read back all of the words that they wrote.

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Words to Dictate:

cracker	longer	camper	singer	smaller	sticker
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Dictating Phrases and Sentences:

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (You can repeat the entire phrase once or twice more with fluency.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

Teacher Tip: On the first day of introducing a new morpheme, you may want to use the words dictated above in the phrases and sentences. Once students have had practice spelling words with the new morpheme, then you can use different words with that morpheme in the phrases and sentences.

Phrases to Dictate:

had a cracker	the best camper
smaller or taller	is a singer

Sentences to Dictate:

My sister has a cracker in her hand.	How much longer will you be here?
Is my string smaller than yours?	I got a sticker from Beth.

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BUILDING VOCABULARY: Select word(s) to focus on meaning and use.

Discuss the multiple meanings for the following word(s). You can do this at any time throughout the lesson when words with multiple meanings come up.

camper

PRACTICE READING TO BUILD FLUENCY: Have students practice reading words with the new skill alone and in context.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY: Use the Reading Universe read sheets for this portion of the lesson.

Words:

- Show students words using phonics patterns that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out the sounds in words, and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

Phrases and Sentences:

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with patterns that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases/sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."

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