

# Lesson Plan for the Suffixes '-ful' and '-less'

## Phonics Pattern for Focus: Suffix '-ful' and Suffix '-less'

**Teacher Note:** When you see a suffix in quotations, for example '-ful', you say the letter names, for example 'f', 'u', 'l'. When you see a suffix in slashes, for example /ful/, 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.

### Materials Needed:

- ☐ suffix '-less' flash card
- ☐ suffix '-ful' flash card
- ☐ previously taught suffix flash cards to review (suffix '-s', '-es', '-ing', '-ed', '-er', and '-est')
- ☐ phonics flash cards to review
- ☐ pencil and paper for dictation
- ☐ Suffix '-ful' and Suffix '-less': Student Read Sheet with Words, Phrases, and Sentences

restless (rest)	flourless (flour)	joyful (joy)	careful (care)	countless (count)
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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', '-ed', '-er', and '-est').

**Sounds/Morphemes to Review:**

Suffix '-s'	Suffix '-es'	Suffix '-ing'	Suffix '-ed'	Suffix '-er'	Suffix '-est'
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# Lesson Plan for the Suffixes '-ful' and '-less'

## INTRODUCE THE SUFFIX '-ful' AND THE SUFFIX '-less':

- Say, "Today we are going to learn about two new suffixes. Remember, a suffix is added after a base word and changes the meaning of the word."
- First, show the students the suffix '-ful' flash card.
- Say, "This is the suffix '-ful' (pronounced "suffix 'f', 'u', 'l'"). It says /ful/ and means full of, but it's not spelled the same as the word full! How many 'l's do you see? [one] Yes! There's only one 'l' in the suffix '-ful.'"
- Write the word *hope* on the board.
- Say, "If I add the suffix '-ful' to the end of the base word, what is the new word? [hopeful] Yes, *hopeful* means full of hope. I am hopeful that today is going to be a great day!"
- Now, grab your suffix '-ful' flash card.
- Say, "Watch and listen to what we will say when we see this card. The suffix '-ful' says /ful/ and means full of."
- Say and have students repeat, "The suffix '-ful' says /ful/ and means full of."
- Write the word *use* on the board. Have students read the word. Now add the suffix '-ful' to the word. Ask students to read the new word. [useful]
- Write on the board: *A pencil is a very useful tool for writing.*
- Have students read the sentence out loud together.
- Say, "The suffix '-ful' that is added to use tells me that something is full of use."
- Write the following words on the board one at a time: *thank, mind, care.*
- Add suffix '-ful' and discuss the meanings. Then have students read back the words.
- Now, show the students the suffix '-less' flash card.
- Say, "The second suffix we are learning about today is suffix '-less' (pronounced "suffix 'l', 'e', 's', 's'"). The suffix '-less' means without."
- Write the word *hope* on the board.
- Say, "If I add the suffix '-less' to the end of the base word, what is the new word? [hopeless] Yes, *hopeless* means without any hope. For example, 'It is hopeless! My mom is not getting me a pet snake!' This means there is no hope that mom will be getting me a pet snake."
- Now, grab your suffix '-less' flash card.
- Say, "Watch and listen to what we will say when we see this card. The suffix '-less' says /lis/ means without."
- Say and have students repeat, "The suffix '-less' says /lis/ and means without."
- Write the word *power* on the board. Have students read the word. [power] Now add the suffix '-less' to the word. Ask students to read the new word. [powerless]

# Lesson Plan for the Suffixes '-ful' and '-less'

- Write on the board: *The boat was powerless against the waves.*
- Have students read the sentence out loud together
- Say, "The suffix '-less' that is added to **power** tells me that the boat had no power. It was without power."
- Write the following words on the board one at a time: *care, home, price.*
- Add suffix '-less' and discuss the meanings. Then have students read back the words.

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

**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 '-ful' says /ful/ and means full of." or "The suffix '-less' says /līs/ and means without."
2. Students will repeat as they write the suffix '-ful' or '-less' each time.

-ful	-ful	-less	-less
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# Lesson Plan for the Suffixes '-ful' and '-less'

## Dictating Words:

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

## Words to Dictate:

restful	thankful	hopeful	endless	playful	harmless
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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 or sentence 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:

was not restful	feeling hopeful
dog is playful	a harmless joke

# Lesson Plan for the Suffixes '-ful' and '-less'

Sentences to Dictate:

The trip with my class was not restful.	I was feeling hopeful that mom would let me get a pet.
The puppy is playful and has a lot of pep.	The game seemed endless.

**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.

**harmless**

**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 and read each word.
- 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."



-ful

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-less

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# Suffix '-ful': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the suffix '-ful'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

## Materials:

- suffix '-ful' read sheet for each student
- pencil for each student

## Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

## STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the suffix '-ful' in the single words at the top. After they highlight, they read the base word and then the whole word. For example, first they read the base word *grace*, and then the whole word *graceful*.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



## STEPS FOR READING PHRASES AND SENTENCES:

### Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

# Suffix '-ful': Student Read Sheet with Words, Phrases, and Sentences

## Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *graceful*. You can say, "**Graceful means doing something in a beautiful or elegant way.**"
- Have students repeat, "*Graceful* means doing something in a beautiful or elegant way."
- Have students turn and talk about something that can be done in a *graceful* way.

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Suffix '-ful'

Read the words.

<b>stressful</b>	<b>helpful</b>	<b>restful</b>	<b>thankful</b>
<b>handful</b>	<b>armful</b>	<b>harmful</b>	<b>hopeful</b>
<b>careful</b>	<b>spiteful</b>	<b>useful</b>	<b>grateful</b>
<b>graceful</b>	<b>playful</b>	<b>painful</b>	<b>faithful</b>

Read the phrases.

<b>a stressful test</b>	<b>her helpful friend</b>
<b>a restful day</b>	<b>handful of snacks</b>
<b>armful of boxes</b>	<b>grateful for you</b>
<b>a graceful sprinter</b>	<b>is very useful</b>
<b>is not painful</b>	<b>a faithful friend</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

## Suffix '-ful'

Read the sentences.

**Ali had a stressful math test but is hopeful that he did well.**

**I drank a glassful of milk and then had a handful of snacks.**

**Maya is thankful for her helpful friend Rosa.**

**After a restful day, he went to the track to run laps.**

**Fred had an armful of boxes that he had to take to the truck.**

# Suffix '-less': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the suffix '-less'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

## Materials:

- suffix '-less' read sheet for each student
- pencil for each student

## Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

## STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the suffix '-less' in the single words at the top. After they highlight, they read the base word and then the whole word. For example, first they read the base word *end*, and then the whole word *endless*.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



## STEPS FOR READING PHRASES AND SENTENCES:

### Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

# Suffix '-less': Student Read Sheet with Words, Phrases, and Sentences

## Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *timeless*. You can say, "**Timeless means not changed or affected by the passage of time.**"
- Have students repeat, "*Timeless* means not changed or affected by the passage of time."

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Suffix '-less'

Read the words.

<b>endless</b>	<b>restless</b>	<b>homeless</b>	<b>thankless</b>
<b>shameless</b>	<b>carless</b>	<b>harmless</b>	<b>hopeless</b>
<b>timeless</b>	<b>priceless</b>	<b>useless</b>	<b>blameless</b>
<b>fearless</b>	<b>joyless</b>	<b>painless</b>	<b>pointless</b>

Read the phrases.

<b>endless game</b>	<b>timeless tale</b>
<b>harmless prank</b>	<b>the useless boxes</b>
<b>was restless</b>	<b>pointless work</b>
<b>a thankless job</b>	<b>is fearless</b>



Name \_\_\_\_\_ Date \_\_\_\_\_

## Suffix '-less'

Read the sentences.

Mom read us a timeless tale about three little pigs.

The useless boxes can go in the trash.

We played a harmless prank on mom.

I was restless and could not take a nap.

Try not to make careless mistakes on your math test.

The time I spend with my family is priceless.