

Lesson Plan for the Suffix '-s'

Phonics Pattern for Focus: Suffix '-s'

Teacher Note: When you see a suffix in quotations, for example '-s', you say the letter names, for example 's'. When you see a suffix in slashes, for example /s/, you say the letter sound.

Materials Needed:

- ☐ suffix '-s' flash card
- ☐ phonics flash cards to review
- ☐ pencil and paper for dictation
- ☐ Suffix '-s': Student Read Sheet with Words, Phrases, and Sentences

OPEN WITH A LISTENING GAME: Warm up with a morphemic awareness activity to get students identifying morphemes, like the suffix '-s'.

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.

sticks (stick)	trees (tree)	hills (hill)	drums (drum)	plates (plate)
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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/."

Sounds to Review:

s	z			
a	e	i	o	u

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INTRODUCE THE SUFFIX '-s':

- Say, "Today we are going to learn our first suffix. Remember, a suffix is added after a base word and changes the meaning of the word."
- On the board write the word *cat*. Say, "When I see the word *cat*, I think of one fluffy, orange cat sitting on the rug. What happens if I add an 's' to the end of this word? What does it say now? [*cats*] Yes, and is there still only one cat? [No!] Now I can picture two fluffy, orange cats sitting on the rug together. When I added the suffix '-s' to the word *cat*, it changed the meaning and made it more than one. So this 's' isn't just a letter — it has a job! It changes the meaning of the word!"
- Point to the word *cats* and have students read the word again.
- Say, "Let's tap the sounds in the word *cats*, /k/, /ă/, /t/, /s/. What sound is the suffix '-s' making in this word?" [/s/]
- Now write the word *dog* on the board. Have students read the word and hold up a finger to show how many things this word represents. [Students hold up one finger.]
- Now add an '-s' to the word *dog*. Say, "What is this word? [*dogs*] What did adding the suffix '-s' do to the word?" [It made it more than one.]
- Have students read the word *dogs* again. Say, "Let's tap the sounds in the word *dogs*, /d/, /ŏ/, /g/, /z/. What sound is the suffix '-s' making in this word? [/z/] Yes! So if I have to write the word *dogs*, even though I hear the /z/ sound I know that I have to make the word more than one, so I add the suffix '-s'. I can't just add the letter 'z' because 'z' is not a suffix and it does not hold any meaning."
- "So in *cats*, the suffix '-s' sounds like /s/, and in *dogs*, it sounds like /z/. That means the suffix '-s' can make two different sounds!"
- Next, grab your suffix '-s' flash card.
- Say, "This is the suffix '-s'. There is a line before the 's' to remind us that it has to be added after a base word and that it is not just the letter 's'. Watch and listen to what we will say when we see this card. *The suffix '-s' can say /s/ or /z/, and it makes a word plural.*"
- Say and have students repeat: "The suffix '-s' can say /s/ or /z/, and it makes a word plural."
- Write the word *desk* on the board. Have students read the word. [*desk*] Now add the suffix '-s' to the word. Ask students to read the new word. [*desks*]
- Write on the board: *The kids are sitting at their desks.*
- Have students read the sentence out loud together
- Say, "The suffix '-s' that is added to *desk* tells me that it is more than one desk."
- Write the following words on the board one at a time: *kid*, *pig*, *hat*, *cup*.
- Add the suffix '-s' and discuss the meanings. Then have the students read back the words.

Teacher Tip: The language you use should be based on your students' grade level or language comprehension level. For younger students, you could say more than one. For older students, you could say it makes a noun plural and it helps with subject-verb agreement and talk about both roles in one lesson. With younger students, our first lesson would only discuss a noun becoming plural.

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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. **"The suffix '-s' can say /s/ or /z/, and it makes a word plural."**
2. Students repeat the spelling, the morpheme, its sound(s), and the meaning as they write. They can do this for the new morpheme three to five times. [The suffix '-s' can say /s/ or /z/, and it makes a word plural.]

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 '-s' can say /s/ or /z/, and it makes a word plural."**
2. Students will repeat as they write the suffix '-s' each time.

-s	-s	-s	-s
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Dictating Words:

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

Words to Dictate:

bugs	maps	rods	hips	pets	hens
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Lesson Plan for the Suffix '-s'

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:

red bugs	got the maps
on my hips	ten hens

Sentences to Dictate:

Tim got the big rods.	She has six pets.
Did you see the hens?	Mom got the maps.

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.

bugs

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

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

Materials:

- suffix '-s' 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 '-s' in the single words at the top. As they highlight, they read the base word and then the whole word. For example, first they read the base word *pig*, and then the whole word *pigs*.
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 '-s': 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 *sobs*. You can say, "**Sobs is when you cry really hard.**"
- Have the students repeat, "Sobs is when you cry really hard."

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 '-s'

Read the words.

pens	wigs	pots	pans
sobs	hops	runs	jogs
caps	mops	digs	logs
webs	cubs	pits	wins

Read the phrases.

runs and hops	pots and pans
digs pits	six cubs

Read the sentences.

The kid runs and hops.

The dogs dig pits in the mud.

I see six cubs by the logs.