

Lesson Plan for the Suffixes '-y' and '-ly'

Phonics Pattern for Focus: Suffix '-y' and Suffix '-ly'

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

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

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

moldy (mold)	nightly (night)	oily (oil)
grouchy (grouch)	chewy (chew)	

Materials Needed:

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

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', '-est', '-ful', and '-less').

Sounds/Morphemes to Review:

Suffix '-s'	Suffix '-es'	Suffix '-ing'	Suffix '-ed'
Suffix '-er'	Suffix '-est'	Suffix '-ful'	Suffix '-less'

Lesson Plan for the Suffixes '-y' and '-ly'

INTRODUCE THE SUFFIX '-y' AND THE SUFFIX '-ly':

- 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 '-y' flash card.
- Say, "This is the suffix '-y'. It says /ē/ and means being or having."
- Write the word *fluff* on the board.
- Say, "If I add the suffix '-y' to the word, what is the new word? [*fluffy*] Yes, *fluffy* means having a lot of *fluff*."
- Now, grab your suffix '-y' flash card.
- Say, "Watch and listen to what we will say when we see this card. *The suffix '-y' says /ē/ and means being or having.*"
- Say and have students repeat, "The suffix '-y' says /ē/ and means being or having."
- Write the word *rain* on the board. Have students read the word. [*rain*] Now add the suffix '-y' to the word. Ask students to read the new word. [*rainy*]
- Write on the board: *It is a rainy day today.*
- Have students read the sentence out loud together
- Say, "The suffix '-y' that is added to *rain* tells me that we are having rain today."
- Write the following words on the board one at a time: *dirt, thirst, sand*.
- Add the suffix '-y' and discuss the meanings. Then have students read back the words.
- Now, show the students the suffix '-ly' flash card.
- Say, "The second suffix we are learning about today is the suffix '-ly' (pronounced "suffix 'l', 'y'"). Suffix '-ly' means like or in that way."
- Write the word *quick* on the board.
- Say, "If I add the suffix '-ly' to the word, what is the new word? [*quickly*] Yes, *quickly* means in a quick way. For example, 'I ran *quickly* so that I would not miss the bus.'"
- Now, grab your suffix '-ly' flash card.
- Say, "Watch and listen to what we will say when we see this card. *The suffix '-ly' says /lē/ and means like or in that way.*"
- Say and have students repeat, "The suffix '-ly' says /lē/ and means like or in that way."
- Write the word *quiet* on the board. Have students read the word. [*quiet*] Now add the suffix '-ly' to the word. Ask students to read the new word. [*quietly*]
- Write on the board: *Please walk quietly in the hallway.*
- Have students read the sentence out loud together.

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- Say, "The suffix '-ly' that is added to *quiet* tells me that we need to walk in a way that is quiet."
- Write the following words on the board one at a time: *swift*, *safe*, *bold*.
- Add the suffix '-ly' 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 a 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 means _____. Which prefix/suffix is it?"
3. Students write the morpheme.
4. Check together and correct or discuss as necessary.

Morphemes to Dictate:

1. Say "The suffix '-y' says /ē/ and means being or having." or "The suffix '-ly' says /lē/ and means like or in that way."
2. Students will repeat as they write the suffix '-y' or 'ly' each time.

-y	-y	-ly	-ly
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Lesson Plan for the Suffixes '-y' and '-ly'

Dictating Words:

1. Say the word and have students repeat it. [*bumpy*]
2. Say, "What is the base word?" [*bump*]
3. Say, "Write the base word _____ [*bump*] and then make it mean being or having bumps." [*bumpy*]
(Students should write *bump* and then add the suffix '-y' to make it say *bumpy*.)
4. Check together.
5. After all words have been dictated, students read back all of the words that they wrote.

Words to Dictate:

bumpy	lively	quickly	minty	crispy	stinky
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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 bumpy	acts lively
ran quickly	is minty

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Sentences to Dictate:

I like chips that are crispy.	It was a bumpy ride in the back of the truck.
The dirty socks are stinky!	Josh dashed quickly down the path.

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.

lively

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. If students need to tap the sounds in the base word they can, but they should not need to tap the suffix.
- 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."

-y

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

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

Materials:

- suffix '-y' 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 '-y' 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 *risk*, and then the whole word *risky*.
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 '-y': 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 *risky*. You can say, "**Risky means the possibility of danger, failure, or loss.**"
- Have students repeat, "*Risky* means the possibility of danger, failure, or loss."

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 '-y'

Read the words.

sandy	grumpy	crispy	crunchy
handy	fluffy	chunky	chilly
smelly	stinky	bumpy	minty
risky	picky	moldy	stuffy

Read the phrases.

sandy feet	is grumpy
crispy chips	crunchy crust
is handy	fluffy fur
feels chilly	smelly and stinky

Name _____ Date _____

Suffix '-y'

Read the sentences.

It was a bumpy ride in the back of the truck.

The gum is very minty.

Frank is picky about the snacks he will eat.

He was grumpy because he did not do well on his test.

Ari made a risky move in the game.

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

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

Materials:

- suffix '-ly' 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 '-ly' 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 *live*, and then the whole word *lively*.
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.
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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 '-ly': 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 *lively*. You can say, "**Lively means full of life and having a lot of energy.**"
- Have students repeat, "*Lively* means full of life and having a lot of energy."

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 '-ly'

Read the words.

quickly	swiftly	lastly	monthly
costly	lately	widely	lively
closely	safely	mostly	boldly
really	sweetly	weekly	newly

Read the phrases.

went quickly	dashed swiftly
will ride safely	meets monthly
very costly	mostly goes
says boldly	strongly grip

Name _____ Date _____

Suffix '-ly'

Read the sentences.

Lately, I have not had time to play ball with my pals.

It is not likely to snow today.

There is a lively bunch of kids in my class.

Look closely at how the water goes up the stem.

You must ride your bike safely at all times!