



Fluency

Students will know syllabication patterns, morphology (e.g. prefixes, suffixes, root words) and will read words in context.

Prepare

- Gather printed materials (magazines, coupons, newspapers, etc.) that contain words with the targeted affixes -s, -ed, and -ing.
- Copy one [Suffix Hunt Organizer](#) for each set of partners.
- Provide one glue stick and a pair of scissors for each student and for yourself.
- Use a whiteboard to create three columns leaving room at the bottom of each column to add more words.

-s	-ed	-ing
plants	jumped	saying
games	climbed	laughing
bees	biked	running

- Assign partners to complete the activity.

Warm-Up



We have been learning that words can be broken down into smaller, meaningful parts called prefixes, suffixes, and roots.

1. **This suffix, -s, means that there is more than one.** Point to words as you read them. **Some words with -s are plants, games, and bees. We know that there is more than one bee. There were many bees in the hive. Can you give me a word with the -s suffix?** Call on one student. **Can you make a sentence with that word?** Call on a different student to use the word in a sentence.
2. **The next suffix, -ed, means that something has already happened. Some words with -ed are jumped, climbed, and biked.** Point to the words. **We know that sometimes we have to change the spelling of the root word when we add -ed.** Point to the word *biked* and show how the spelling of *bike* changes when adding -ed. **We know that this means we already went biking. We biked yesterday. Can you give me a word with the -ed suffix?** Call on one student. **Can you make a sentence with that word?** Call on a different student to use the word in a sentence.

Warm-Up *Continued*

3. **Our last suffix to review today is -ing which means it is something that is happening now. Words like *saying*, *laughing*, and *running* have the suffix -ing. This is another suffix that sometimes causes the spelling of the root word to change.** Point to the word *running* on the board and show how the spelling of *run* changes when adding -ing. **We know that someone is running right now. *She is running today.* Can you give me a word with the -ing suffix?** Call on one student. **Can you make a sentence with that word?** Call on a different student to use the word in a sentence.

Modeling

Today, you will work with your partner to look through the written materials in front of us to find examples of words with these suffixes. When you find a word with -s, -ed, or -ing, you will check with your partner to make sure that the word has one of these suffixes, and then you will cut out the word and glue it under the correct suffix on your organizer.

Model for students.

I'll show you. Model going through a piece of printed material and finding a word with one of the targeted suffixes. **We will pretend that you are my partner. Does this word have one of our targeted suffixes?** Students should say yes. **That's right. This word has the suffix ____.** I will cut out this word and glue it under the ___ column on my organizer.

Guided Practice



Now, we will work together to find a word with one of the suffixes. Go through the material slowly until you find a word with one of the targeted suffixes.

1. **How about this one? Should we cut this one out?** Students should say yes.
2. **What is the suffix in this word?** Students should say the suffix.
3. **What does the suffix mean?** Students should say the meaning of the suffix.
4. **How does the suffix help us figure out the meaning of this word?** Students should respond with how the meaning of the suffix helps them figure out the meaning of the word.

Choose a piece of printed material that is large enough for all students in your small group to see.

Knowing the meaning of these suffixes helps us figure out the meaning of words. I will cut this word out for us and put it on my organizer. Cut out the word and place it on your organizer.

Guided Practice *Continued*

Keep going through the material and stop at a word that does not have a suffix. **How about this one? Should we cut this one out?**

Correct: No.

If Correct: That's right. This word does not have any of these suffixes.

If Incorrect: Let's look again. This word is _____. What is the suffix in this word? *Students should say that the word does not have a suffix.* That's right. We are only looking for words with one of these suffixes. *Point to the suffixes on the board and across the top of the organizer.*

Practice



Let's try with our partner now. Remember, you are looking for a word with one of these suffixes. Point to the suffixes at the top of the organizer. **When you find a word, check with your partner to make sure that this is a word with one of these suffixes. Then you will cut out the word and glue it under the correct suffix on your organizer. You may start now, and I will check in with you after you find the first word.**

Distribute scissors, glue sticks, and suffix organizers.

Give students time to find a word with one of the suffixes. Be sure they check with their partners before cutting the word out and gluing it on the organizer. Provide support as needed and then allow students to continue looking for words. Give appropriate work time as you circulate and continue to provide support to students as needed, encouraging them to think about the words and the word parts.

After students have glued words on their organizers, bring the group back together. **Choose a word with the suffix -s that you would like to share with the rest of us.** Call on one student to share a word as you write the word in the correct column on the board. **How does this suffix help us figure out the meaning of this word?** Students should tell how the suffix helps them figure out the meaning of the whole word. **Did adding this suffix change the spelling of the root word?** Students should answer *yes* or *no*. **Can someone make a sentence with that word?** Call on a volunteer to use the word in a sentence. Continue with the other targeted suffixes.

e.g., Does it mean:
1. more than one?
2. that something happened in the past? or
3. that something is currently happening?

Support

- Watch for students who are not finding words with one of the suffixes. Provide feedback and, if necessary, guided practice.
- If one partner appears to be doing more work than the other, you may need to change partners to pairs who are more similar in their understanding of the concept.

Challenge

Allow students to work without partners.

Wrap-Up



Excellent work finding words with *-s*, *-ed*, and *-ing* today. Remember, using the clues from the suffix is a strategy that you can use to figure out the meanings of words in your own reading!

Suffix Hunt Organizer *-s, -ed, -ing*

-s	-ed	-ing