

### Teaching Adding Suffixes

Leading up to teaching 'Adding Suffixes' students have a concept of consonants, vowels and syllables.

Now they are adding:

- 1) Concept of base word and suffixes
- 2) Types of rules
  - a) Just Add
  - b) Drop the e
  - c) Doubling
  - d) Change y to i

### Sample Page

#### Teaching Types of Syllables

#### Teaching -cle

Teaching Sheets: →

The rule for the -cle syllable is:  
The "le" pulls one consonant with it to form a syllable.

The letter 'e' is silent.

The remaining syllable is often either an open or closed syllable.

<b>gaggle</b>	<b>bubble</b>
<b>fuzzle</b>	<b>bottle</b>
<b>bigle</b>	<b>giggle</b>
<b>zable</b>	<b>middle</b>
<b>papple</b>	<b>juggle</b>
<b>bibble</b>	<b>title</b>

#1 #2

The words written on the Teaching Sheet are written in large print to allow students room to mark the words appropriately. Sheet #1 has nonsense words.

The reason for the nonsense words is to help students understand the rule, not just identify the word.

Unlike the other syllable types, the student begins from the end of the word to begin dividing it. The remaining syllable, the beginning syllable, is often either an open or closed syllable.

- 1) Steps to decode the word **bub·ble**:
  - a) divide the word - put a dot in front of the 'ble'
  - b) cross out the 'e'
  - c) put the ( ) above the 'u' in 'bub' as the short 'u' is sounded
  - d) read the word



- 2) Steps to decode the word **ta·ble**:
  - a) divide the word - put a dot in front of the 'ble'
  - b) cross out the 'e'
  - c) put the ( ) above the 'a' in 'ta' as the long 'a' is sounded
  - d) read the word



The teacher demonstrates the first word and then has students mark and read the words on Teaching Sheets #1 and #2.

Prior to this lesson, review Open and Closed Syllables.

**a) Introduction**

**oa**

**New oa**

**a) Introduction:**

- Show the card. Give the sound.
- Student says the sound.
- Student writes and sounds 3X. Discuss pertinent info.

**b) Read:** words and sentences on Student Sheet.

**c) Spell:** boat road goat load foaming coast oat loaf (6-8 words)

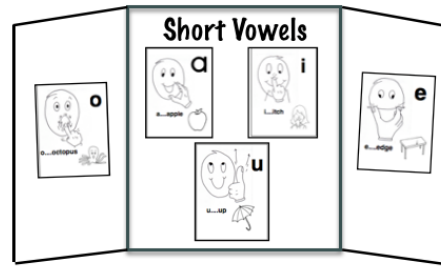
**d) Summary:**

- Review sound, spelling, and place value (beginning/middle)
- Student writes and sounds "oa" 3X
- Show where "oa" fits in the auditory drill. (o o e oa)
- Student writes (o o e oa) while saying the names of the letters.

### Samples From Book

<b>-ed</b>		
(ed)	(d)	(t)
floated	spelled	helped
rusted	buzzed	chopped
needed	jammed	cropped
painted	trimmed	dressed
lifted	webbed	licked

### Short Vowel Stand-Up Chart



The pictures could be made in a stand-up chart when all the vowels have been learned. It is a good visual to remind students of the short vowel sound and the corresponding hand signals. It can be placed on the desk/table during the lesson.

### Spelling mnemonic for the word friend.

friend - I have a friend to the end:  
i ...end

### Auditory discrimination activity.

f	f	th	v
f	th	v	

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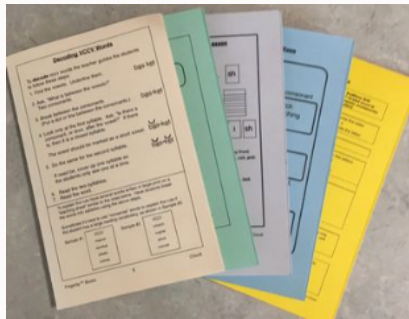
Fingertip Books™

The book is intended to assist teachers in the teaching of phonics using the Orton-Gillingham approach. It offers information to understand pieces of the lesson and gives practical ways to teach specific lessons.



This set, **Teaching of Phonics**, consists of three parts:

- Part 1. The Book, Teaching of Phonics:
  - gives information and explains how to teach specific lessons,
  - and parts of the Orton-Gillingham approach.
- Part 2. Run-Off Sheets contain the sheets to teach the lessons.
- Part 3. Cue Cards are included. These are intended to be used as lessons are taught.



**It is hoped that this book:**

- **pays tribute to the genius of Dr. Samuel T. Orton,**
- **helps teachers refine their skills in this type of teaching phonics,**
- **and will empower teachers and ultimately benefit their students!!!**



# EXPLICIT, SYSTEMATIC TEACHING OF PHONICS

**This book is intended to be a handy reference tool for teachers in order to impact the learning of their students. It is practical and easy to use, filled with tips, techniques and teaching tools. It concentrates on the phonics part of reading. There is information and actual lesson plans to implement certain lessons. Many lesson plans and student sheets can be copied.**



Sample Page

Rules for Adding Suffixes - Teaching Prefixes

**How to Teach 'Drop the e' (cont)**

- In words ending with silent 'e,' drop the 'e' and add the suffix beginning with a vowel.\*
- T explains the rule, talking through the steps.
- T models a word or two on paper or a white board.
- Use words not on the sheet.

T writes: rake + ing. T asks, "What is the rule?" STs respond 'Drop the e.'  
T writes the base word without the 'e.' raking + ing rak and then adds 'ing' - raking  
T and STs read the new word.

T gives each ST a 'Teaching Sheet.'  
T has STs take turns verbalizing/writing a word. STs write all the words on their sheet, but verbally give the rule when it's their turn.

Spelling words with '-ing' suffix

**Important for reading.....** make + ing = making  
(In the word 'making' there's no 'e' telling the 'a' to say its name. Now students learn that the 'i' makes the 'a' say its name.)

Reading words with '-ing' suffix

Spelling words with '-ing' suffix

\* It's good to have students keep to the language - 'drop the e', because later they will encounter a new phrase, 'change y to i.' Students need sufficient direction so they don't get these mixed up or interchange them.

Explicit, Systematic Teaching of M-8 Fingertip™ Books

Sample Page

Rules for Adding Suffixes - Teaching Prefixes

**How to Teach 'Drop the e' (cont)**

Spelling 'ing' words on the Teaching Sheet and Student Sheet, while necessary, does not always adequately prepare the student for dictation of 'ing' words. Many students will require 'step-by-step' exercises as shown on this sheet.

(Explain to the ST that they will be spelling suffixed words, but will be doing it in steps.)

- 1) Dictate **only** the base word
  - ST repeats base word
  - ST writes base word (1)
  - T dictates base word with suffix
  - ST then writes the base word with the suffix (2)

(1) hope skate  
(2) hoping skating
- 2) Dictate the word **with** the suffix
  - T says base word with the suffix
  - T asks ST to say **only** the base word
  - ST says base word
  - T has ST finger spell & write base word (1)
  - T tells ST to write base word with the suffix (2)
  - ST **explains** the rule

(1) shape like  
(2) shaping liking

It's important in the steps within #2 that the student:

  - a) determines the base word
  - b) writes the base word
  - c) writes the base word + the suffix
  - d) explains the rule

(1) tape  
(2) taping
- 3) Dictate words **with** the suffix. Student writes the word with the suffix.
 

taking biking joking
- 4) Dictate sentences using the suffixed words.
 

Who is shaping the clay?  
The dog is swiping the bone.

Eventually, steps #1 and #2 will be dropped. Have ST use the steps as long as they need them.

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