Session 21: Suffixes

Session Title	Suffixes – Extending Word Pow
Objective	1. Understand what a suffix is and how it changes the form or meaning of a wor 2. Learn common suffixes such as -ing, -e ly, -ful, -ness, -er, -less. 3. Practice identifying and using suffix wo in real-life contexts. 4. Encourage creativity and self-expressi through interactive group activities.
Topics/Concept	1. A suffix is a group of letters added at t end of a word to change its form or meaning. 2. Common Suffixes and Examples: 3. -ing → play → playing 4. -ed → jump → jumped 5. -ly → quick → quickly 6. -ful → help → helpful 7. -ness → happy → happiness 8. -er → teach → teacher 9. -less → hope → hopeless
Material Required	1. Whiteboard and markers 2. Flashcards with base words and suffixe 3. Chart showing suffix rules and exampl 4. Printed worksheets 5. Props or image cards (optional for activities)

Methodology	1. Activity-based and experiential learnin 2. Group-based collaboration 3. Language in use through speaking, wr and acting 4. SEL Integration: confidence, empathy, cooperation
Session Duration	90 Minutes

Introduction Activity (25 minutes):

Concept Building

Objective:

Introduce the concept of suffixes with simple, relatable examples.

Steps:

1. Start by asking: “What happens when we say play and playing? Are they the same?”

2. Write words on the board and break them down:

play + ing = playing

help + ful = helpful

jump + ed = jumped

quick + ly = quickly

3. Highlight that the base word stays the same but the suffix changes its meaning or function.

Interactive Element:

Give students 5 base words (e.g., run, happy, use, teach, quick). Ask them what happens if we add -ing, -ful, -ly etc.

Main Activity (30 minutes):

Suffix Skit Challenge

Objective:

Use theater and expression to understand suffix meanings.

Instructions:

1. Divide students into small groups.

2. Assign each group a suffix and give 1–2 base words.

e.g., Group 1: -ing (jump, cook), Group 2: -ful (help, care), etc.

3. Each group creates a mini skit (1–2 minutes) showing how the suffix word is used.

4. Perform for the class. Others guess the suffix and say the new word.

Example Ideas:

- A student is jumping repeatedly: “She is jumping!”
- Someone helps a friend pick up books: “That was helpful!”
- Someone speaks politely: “He spoke kindly.”

Wrap-up Discussion:

- “What word did your group show?”
- “How did the suffix change the meaning?”

Follow up task (25 minutes):

Suffix Sorting & Sentence Writing

Objective:

To practice word formation and sentence creation using suffixes.

Part A: Suffix Sorting Game (10 minutes)

- Mix base word cards and suffix cards.
- In pairs/groups, students match them to make correct words.

Examples:

- care + ful = careful
- teach + er = teacher
- run + ning = running

Part B: Sentence Writing Practice (15 minutes)

- Provide a worksheet with 6–8 newly formed words.
- Students write sentences using each.

Examples:

- “I am running to the park.”
- “She is a great teacher.”
- “We were happy about the news.” → “We felt happiness.”

Peer Review:

- Let students share 1–2 sentences with a partner.
- Give one compliment for their sentence.

Review Questions/Assessment/Tasks (10 minutes):

Quick Quiz:

- “What is a suffix?”
- “What word do we get if we add -ly to slow?”
- “Give me a word with -less!”

Expected Learning Outcome:

Knowledge building

- Students will understand how suffixes modify base words.
- Recognize common suffixes in speech and writing.

Skill Building

- Create new words using suffixes.
- Use suffix words correctly in sentences.
- Work collaboratively and build confidence in communication.

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