

# Session 21: Suffixes

Session Title	Suffixes - Extending Word Power
Objective	<ul style="list-style-type: none"><li>• Understand what a suffix is and how it changes the form or meaning of a word</li><li>• Learn common suffixes such as -ing, -ed, -ly, -ful, -ness, -er, -less.</li><li>• Practice identifying and using suffix words in real-life contexts.</li><li>• Encourage creativity and self-expression through interactive group activities.</li></ul>
Topics/Concept	<ul style="list-style-type: none"><li>• A suffix is a group of letters added at the end of a word to change its form or meaning.</li><li>• Common Suffixes and Examples:<ul style="list-style-type: none"><li>• -ing → play → playing</li><li>• -ed → jump → jumped</li><li>• -ly → quick → quickly</li><li>• -ful → help → helpful</li><li>• -ness → happy → happiness</li><li>• -er → teach → teacher</li><li>• -less → hope → hopeless</li></ul></li></ul>
Material Required	<ul style="list-style-type: none"><li>• Whiteboard and markers</li><li>• Flashcards with base words and suffixes</li><li>• Chart showing suffix rules and examples</li><li>• Printed worksheets</li><li>• Props or image cards (optional for activities)</li></ul>
Methodology	<ul style="list-style-type: none"><li>• Activity-based and experiential learning</li><li>• Group-based collaboration</li><li>• Language in use through speaking, writing, and acting</li><li>• SEL Integration: confidence, empathy, cooperation</li></ul>

# 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 + ing = 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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Revision #3

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