

## Notes Before Lesson 61

You have already worked with your student on adding endings such as **s**, apostrophe **s**, **ed**, **ing**, and **est** to words. These endings are called “inflectional morphemes.” They do not create new words but rather add something to the meaning of the word to which they are attached. For instance, in using the word “help,” we would say, “Fran **helps**, Sid **helped**, and the class is **helping**.” In the dictionary, “helps,” “helped,” and “helping” are included in the entry for the verb “help”—they do not get their own entries. Similarly, “faster” and “fastest” are noted in the entry for “fast.”

Starting in Lessons 61-63, the student will be looking at prefixes and suffixes that create new words that will have their own meanings and entries in the dictionary. For example, a root word like “help” can make many words such as “helpers,” “helpful,” “helplessness,” and “unhelpful” that all mean different things.

Sometimes the root word is easy to spot and could stand on its own like “help.” If you take away the prefix or suffix in “react,” “enact,” or “actor,” you can see “act.” In other cases, roots cannot stand on their own, as in “disrupt” or “demand” where “rupt” and “mand” are the root parts.

Learning how to use and spell common prefixes and suffixes makes reading and writing easier. Just as a student who can divide words into syllable beats will be able to read and write them more easily, a student who can spot prefixes and suffixes will find words easier to read, write, and understand because the student is breaking down the word into manageable chunks.

When working on a lesson that is about prefixes and suffixes, you and the student get a break from looking at spelling patterns that make syllable sounds, because the prefixes and suffixes are featured only after those spellings already have been taught.

Thus, these lessons are a chance for students to spread their wings and read and write longer words with the spelling patterns they know. The goal is for the student to see and think about these common prefixes and suffixes in words. Some students might find it fun to see how common these prefixes and suffixes are by highlighting them in a random page from a newspaper. Moreover, this is a time to discuss vocabulary and the meanings of interesting words.

Take time to look up and talk about the definitions of words you and your student find interesting. The word lists are just examples. Do not feel that you have to “get through” all the words!

## LESSON 61

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the whiteboards.*

*New material:* Common endings or suffixes

Explain that prefixes and suffixes are common endings and beginnings that create new words with new meanings.

Explain that the base word “help” changes dramatically when it becomes “helpless” and less dramatically when it becomes “helpful.” There is a huge difference between “careless” and “careful”!

**ful** (meaning: full of, as in “helpful”)  
**careful helpful wasteful tasteful wishful skillful wishful**

**ness** (meaning: state of being, as in “goodness”)  
**goodness kindness richness sickness crispness  
softness illness witness**

**less** (meaning: without, as in “childless”)  
**careless helpless homeless reckless hopeless strapless**

**en** (meaning: made of, as in “golden” or when an adjective such as “thick” becomes a verb, as in “thicken”)  
**rotten waxen sunken thicken sadden widen soften**

**ic** (meaning: related to, as in “fantastic”)  
**tropic classic frantic problematic comic heroic patriotic**

**al** (pronounced “ul” and meaning: related to, as in “global”)  
**brutal pivotal metal parental local fatal legal**

**ical** (meaning: related to, as in “musical”)  
**radical medical pivotal whimsical musical classical  
critical optical**

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**though, although<sup>1</sup>**

*Have the student read:*

**“Even though I am not as old as you, I can still be helpful with the big lunch,” my sis said.**

**The man had been homeless for a long time.**

**Although the day was cold, Gram hosted the lunch outside.**

**The kindness of the girl impressed the old woman who had seen some careless children in her day.**

*Have the student write from your dictation:*

**The boy could be reckless when he was having fun.**

**The man had spoken to the children about how to make useful boxes.**

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<sup>1</sup> **though** and **although**: **th** is decodable; **ough** making the long “o” sound is irregular; **al** in “although” will be decodable in Lesson 102

Although the cake looked good, it was old and rotten inside!

*More phrases to read or write from dictation:*

a medical problem

a pivotal moment

a radical act of kindness

a broken metal lock

an amazing likeness

a sudden sickness

an optical trick

wishful thinking

his fundamental goodness

a comic novel

Choose any of the stories in [Group 3 \(Open-and-Closed-Syllable Stories\)](#), [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

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careful helpful wasteful tasteful wishful skillful  
wishful

ness (meaning: state of being, as in “goodness”)  
goodness kindness richness sickness crispness  
softness illness witness

less (meaning: without, as in “childless”)  
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adjective such as “thick” becomes a verb, as in “thicken”)  
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“global”) brutal pivotal metal parental local fatal legal

ical (meaning: related to, as in “musical”)  
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although though

“Even though I am not as old as you, I can still be helpful with the big lunch,” my sis said.

The man had been homeless for a long time.

Although the day was cold, Gram hosted the lunch outside.

The kindness of the girl impressed the old woman who had seen some careless children in her day.

a medical problem  
a radical act of kindness  
an amazing likeness  
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a pivotal moment  
a broken metal lock  
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a comic novel