

## LESSON 63

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

*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**

**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 critical**

*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 some would say that the day was a bit cold, Gram chose to host 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.**

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

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

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

I was tempted to take a look at the bike for sale even though my bike still rides well.

*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.”

## Student View

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adjective such as “thick” becomes a verb, as in  
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## Student View

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

though      although

“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 some would say that the day was a bit cold, Gram chose to host 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 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