

Book Title	A Wishful Thought
Materials	Whiteboard, dry erase markers, suffix cards for review (-less, -ful -ly)
Phonics Patterns	Suffixes -ly, multisyllabic words

Before Reading

Phonemic Awareness:

Adding: Say nice, add /lē/ to the end and the word is really.

Say careful, add /lē/ to the end and the word is carefully.

Say quick, add /lē/ to the end and the word is quickly.

Pre-Reading activities

We have learned about many different suffixes during our reading time together.

Remember, a suffix is a unit of meaning that is added to the end of a base word. A suffix often adds a syllable to the word and changes its meaning.

Today, we are going to learn more about the suffix -ly. The suffix -ly stands for the sounds /lē/ and means "like or in the manner of." When we add the suffix -ly to a base word, it is usually to describe an action. We will practice spelling words with the suffix -ly. After we spell the word, we will think about what the word means.

Encoding:

Teacher and students use whiteboards and markers.

I DO: Watch me spell the word slowly. First, I want to listen for the number of syllables I hear. /slow - ly/, I hear two syllables, (draw a line for each syllable)

- Now, I will segment/chop the first syllable into the sounds I hear: slow, /s - l - ō/. There are three sounds in the first syllable, which is also the base word slow. I will say the sounds again and draw a line for each sound, /s - l - ō/. (Say the sounds again and draw a line on top of the first syllable line for each sound)
- Now I will listen for each sound and match the letters to the sounds. The first sound is /s/, I use the letter s. (Write s on the first line) The second sound is /l/, I use the letter l. (Write l on the second line) The last sound is /ō/. I know the letters 'ow' often stand for the sound /ō/ at the end of a word or syllable. (Write ow on the

third line). *The first syllable, or base word, is slow.*

- *The next syllable is /lē/. /slow - ly/. I know this syllable is a suffix and a unit of meaning. I can quickly and automatically spell this suffix with the letters ly.*
- *When we do something slowly, we take a lot of time to complete it. I moved slowly through the grocery store, stopping to look at all the delicious snacks.*

WE DO: *Let's try one together. We will spell really.*

- *First, we want to segment the word really into the syllables we hear. /real - ly/, how many syllables? (2). (Draw two lines on a white board.)*
- *What was the first syllable, or base word? real. Let's say the sounds and draw a line as we say each sound. Teacher and students draw a line as they say each sound.*
- *Put your finger on the first line, what sound? /r/, What letter? r. Touch the next line, what sound? /ē/. What letter or letters? This one can be tricky. We hear a long e sound, and there are several ways to spell that sound. In this word, we spell the long e sound with the letters ea. Touch the final line, what sound? /l/. What letter? l. What is our first syllable or base word? (Teacher and students touch and say each sound to read the word, real.)*
- *What is the next syllable? The next syllable is /lē/. /real - ly/. We know this syllable is a suffix and a unit of meaning. What letters do we use to spell the suffix /lē/? Students respond with -ly.*
- *Notice, the word really has two "l's". The base word 'real' ends with the letter 'l' and the suffix -ly has an "l" as well. We must keep both "l's" in the word for it to be spelled correctly.*
- *We use the word really often, but it is a hard word to define. Listen to the different ways I can use the word really in a sentence.*
 - *Really can mean, very much. I really want to go to the movies.*
 - *Really can also mean, for real? Really? You like to eat sushi?*
 - *Really can also replace the word very in some sentences. My brother is really annoying!*

YOU DO: *Now it is your turn. I will say a word, you will segment the word into the syllables then the sounds you hear. Remember to quickly and automatically spell the suffix /lē/ with -ly.*

Students spell the words: badly, wisely

Vocabulary/Story Words: Define, Example, Connection

When we read our story today, we will read words that have many prefixes and suffixes. Remember, if you get stuck on these words, look for the base word, say the sounds, and

then blend the sounds together with the prefix or suffix to read the words correctly.

In this story you will see the word promise. A promise is a declaration that you will do something. I promise to do all of my homework right after school. Have you made any promises?

Preview the Story: Brief overview, predictions/wonderings

We will read a story about Emily Ann. She wishes on stars every night, but they never come true.

- Turn to page 8. On this page, you can see Emily Ann making a wish on a star. Have you ever made a wish? Did it come true?

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

Echo read Choral read Partner read Independent read



More support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

- Dictation
 - Words
 - Sentences: *She felt badly that her wish didn't come true.*
- Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.
- Written Summary
- Other

Add notes here...