

Book Title	Below the Water's Surface
Materials	Index cards with: -er, -est, whiteboard & markers
Phonics Patterns	Suffixes: -er, -est, multisyllabic words

Before Reading

Phonemic Awareness:

- Adding:** Say *cold*, add /er/ to the end and the word is *colder*.
Say *cold*, add /est/ to the end and the word is *coldest*.
Say *deep*, add /er/ to the end and the word is *deeper*.
Say *deep*, add /est/ to the end and the word is *deepest*.

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.

Show the suffixes -er and -est:

- The suffixes -er, /er/ and the suffix -est /ĕst/ are used when you're comparing things:
- If something is taller, it is being compared to something else that isn't as tall. I am taller than my sister.
- If something is the tallest, it is the most tall in comparison to all other things. The Willis Tower is the tallest building in Chicago.
- The suffix -er can also be used to describe someone who has a specific job. For example, a person who sings is a singer. A person who writes is a writer, and a person who reads is a...reader!

I DO:

Watch me read the first word on our blending lines. I see two vowels. I will underline the ee and the e. This word has two separate vowels, so it will have two syllables. I also see the suffix -er, so I am going to circle it.

- The word *deeper* has two syllables. The first syllable, or base word, *deep*, has the vowel team *ee*. I know to read this vowel team as the long *e* sound, /d - ee - p/, *deep*
- The second syllable is the suffix -er, pronounced /er/. I circled this suffix. When reading and writing words with suffixes, we keep the unit together so we know the meaning, and

can read it quickly and automatically.

- Deeper means more deep than the shallow part, but not the deepest. When I learned to swim, I went to the deeper end of the pool..

WE DO: Let's try one together. Touch the second word in the top row of your blending lines.

- Do we see a suffix? (yes) Let's circle it.
- How many vowels/vowel teams do we see? (2) What should we underline? (o, e)
- We have two vowel sounds, how many syllables will this word have? (2)
- This word has a base word and a suffix. Let's read the base word first. I can say the sounds if I cannot read this word quickly and automatically, I can say the sounds, and then read them quickly: /s - t - r - ɔ - n - g/, strong.
- The suffix is -est. I know to read this as /ɛst/. When I put these two syllables together, the word is strong-est, strongest.
- The blue whale is one of the strongest animals in the world.

YOU DO:

Now it is your turn. Start at the beginning of your blending lines.

- Remember to circle suffixes and underline the vowel sounds.
- Blend the parts together to read the word. Then, go back to the beginning and read each word again with fluency. Remember, fluency means you read the word the fast way, but are still looking at all of the parts of the word.
- Then, read the sentences. Once you are done, practice reading the words and sentences with fluency again until everyone in our group is finished.

deeper	strongest	darker	colder	biggest	freshest
The whale is bigger than the dolphin.					
The swimmer dives deeper into the dark water..					
Let's explore the darkest, coldest part of the ocean.					

Vocabulary/Story Words: Define, Example, Connection

In our story today, we will read about the ocean waters. There are the shallow parts of the ocean that we might explore when we go to the beach, and then there is the deep abyss.

- The word abyss means something that is deep and unmeasurable. The abyss of the ocean is a mystery, since it hasn't been explored too much.

Preview the Story: Brief overview, predictions/wonderings

The title of this book is, "Below the Water's Surface." We will learn about the different depths of the ocean in this nonfiction story. Remember, nonfiction texts teach us new information.

- Look through the pages in this book. Can you find a part of the ocean that you would like to visit? Why or why not?

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: *The diver explores the deepest, darkest waters.*
- 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...

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