

Book Title	Hedgehog Tastes a Rainbow
Materials	Suffix cards: -ful, -less, whiteboard & markers
Phonics Patterns	Suffixes: -ful, -less, Compound Words

Before Reading

Pre-Reading activities

We have learned that a suffix is a unit that comes at the end of a base word and changes the meaning of the word. Let's review our suffixes.

Show the suffix -ful:

- *When we add the suffix -ful to the end of a base word, it changes the meaning. Does anyone remember what the suffix -ful means? (full of)*
- *If I am careful, I am full of care, I will do something safely. I am careful when I am riding my bike.*

Show the suffix -less:

- *Who remembers what the suffix -less means? (without)*
- *If something is harmless, it is without harm, or does not cause harm. A poisonous snake can cause harm, but a sweet little puppy is harmless.*

I DO:

Watch me read the first word on our blending lines. I see two vowel sounds. I will underline the o and the r-controlled vowel or. This word has two vowel sounds, so it will have two syllables.

- */col - ər/, color. The second syllable is unstressed, we hear the schwa sound.*
- *Touch the word underneath the word color. When I look at this word, I see a suffix. I will circle the suffix because I know it is a unit with meaning. (Circle -ful).*
- *When reading and writing words with suffixes, we keep the unit together so we know the meaning.*
- *The suffix -ful is only one syllable, but some suffixes can be more than one syllable.*
- *Now I will look at the rest of the word and find the vowels. I underline o and or.*
- *Watch me read the word. /col - or - ful/, colorful.*
- *Colorful means full of color. We have many colorful pictures in our classroom.*
- *Can you think of other things that are colorful? (Possible responses: rainbows, presents,*

clothes, etc)

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

- *Do we see a suffix? (no)*
- *How many vowels/vowel teams do we see? (2) What should we underline? (e, i)*
- *We have two vowel sounds, how many syllables will this word have? (2)*
- *This word has two small words, it is a compound word. Let's read the two small words and blend them together to read the word. /be- hind/, behind.*
- *When I am in line, I stand behind the person in front of me.*

Let's try one more together. Touch the word under behind.

- *Do we see a suffix? (yes) Remember, we will circle the suffix because we remember that we want to keep the suffix together. This is a unit that has meaning.*
- *What is the suffix? (less)*
- *Does anyone remember what -less means? (without)*
- *Let's look at the base word. We have read that word two times already, what is the base word? (color) We can read that word fluently, we do not need to break it apart into syllables.*
- *Underline the base word color. Let's read the two parts. /color - less/, colorless.*
- *Colorful means full of color, what does colorless mean? (Without color)*
- *Can you think of anything that does not have color? (Students share)*

YOU DO:

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

- *Remember to circle suffixes and underline the vowel sounds.*
- *If you see a compound word, you can read the two small words rather than looking for syllables.*
- *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.*

color	behind	maybe	rainbow	rest	hope
colorful	colorless	hopeful	hopeless	restful	restless

The rainbow is colorful.
The hedgehog was restless.
Are you helpful?

Vocabulary/Story Words: Define, Example, Connection

In our story today, we will read about many animals. Our main character is a hedgehog. Hedgehog is a compound word.

- *A hedge is a bunch of bushes or low trees that are close together. A hog is another name for a pig.*
- *A hedgehog is a mammal that likes to stay in hedges and has a snout/nose that looks like a pig! Turn to page 4. You can see the hedgehog is protecting itself in the hedge.*
- *Can you point to the hedge? Can you point to the hedgehog?*

Preview the Story: Brief overview, predictions/wonderings

Let's look at the title of our story. "Hedgehog Tastes a Rainbow." Let's think about that.

- *Do you think you can taste a rainbow? (responses will vary)*
- *When do we normally see rainbows? (Students share/teacher supports if necessary - usually when the sun comes out after a rainfall.)*
- *Let's read to find out if Hedgehog really tastes a rainbow. If he does, I wonder what it will taste like!*

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: Remind students that if they can spell small words or one syllable words, they can spell longer words. We can put two small words together to make a compound word, or add a suffix to make a new word. Tell them to think about the parts of the word as they spell longer words.
 - ☐ Words: sunshine, restful, endless, butterfly
 - ☐ Sentences
- ☒ 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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