

Phonics Instructional Routine:**Identify Base Words and Suffixes to Read Multisyllabic Words #1**

Preparation/Materials: Whiteboard and marker or word cards for these words: refundable, valuable, reliable, predictable, imaginable, enviable, drinkable, advisable, and variable. If cards are used, a card is needed for each whole word, base word and suffix.



- *Italicized sentences are what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under underlined letter(s) or word(s)



NOTE: This routine includes base words and suffixes. To introduce prefixes, refer to the Second grade Vocabulary Routine: Base Words and Prefixes. Some words with the suffix, -able, are spelled with and without the final e on the base word (e.g., likeable, likable, loveable, lovable, liveable, livable).

Check this website for the most common spelling of words ending in -able:

<http://www.morewords.com/ends-with/able/>

TEACHER EXPLAINS TASK

We are going to read longer words that have suffixes.

TEACHER MODELS TASK

We often encounter long, unfamiliar words during reading. One way that we can read a bigger word is to break that word into parts by identifying the base word, prefix, and suffix.

A base word is a word that can have a prefix or a suffix added to it. When a prefix or suffix is added to a base word, the word's meaning changes and a new word is formed.

We are going to learn about words with the suffix, -able. Explain to students that the suffix, -able, begins with the letter a, but when it is used at the end of a word it has the Schwa sound so it is pronounced as /uble/.

For instance, here is the word **fixable**.

Follow these directions for all words. Show the word. Either write the word on the board or have it written on a card. Then, for the next part, write the base word and suffix below the bigger word or use premade cards to show the word parts. Point to these words or word parts during the explanations.

Say **fixable** with me.

- **fixable**

I am going to break it into its parts. We know the suffix is -able; so we are left with fix. Underline each word part as you discuss it.

The word **fix** + **able** = **fixable**. Spell it with me.

- f-i-x-a-b-l-e

The base word, **fix**, means to repair or put right. I can fix this bicycle so it works again.

The suffix, -able, means is capable of or can be.

Fixable describes something that can be repaired or put right. **Fixable** - The brakes on this bicycle were made to be **fixable**.

Let's start a suffix map that shows our new words. Draw a semantic map with a circle in the middle for 'able' and lines radiating out from there. Write the words on the lines or in another circle at the end of the line.

I'm going to write the suffix, -able, in the middle circle and **fixable** on a line.

There are other words that have the same suffix. Here is another example. This is the word **valuable**. Follow the directions above for introducing new words.

Say **valuable** with me.

- **valuable**

I am going to break it into its parts. We know the suffix is -able; so we are left with valu. Underline each word part as you discuss it.

EMPOWERING TEACHERS

TEACHER MODELS TASK (continued)

Hmm, let's look at the spelling of this word. The word value is supposed to be spelled **v-a-l-u-e**. Write *value* on the board. There is an e on the end of value. The suffix, **-able**, is spelled **a-b-l-e**. Write *able* next to *value*.

When we add a suffix that begins with a vowel (point to the *a* in *able*), to a base word that ends with a vowel (point to the *e* in *value*), the spelling of the base word may change. We drop the final e in *value* before adding the suffix, **-able**. **value + able = valuable**, spelled **v-a-l-u-a-b-l-e**. Spell it with me.

- **v-a-l-u-a-b-l-e**

The base word, *value*, means to have a price or worth to it. Do you know the value of this baseball card? The suffix, **-able**, means is capable of or can be.

Valuable describes something that has a high price or worth to it.

Valuable - This diamond necklace is **valuable** because my grandmother gave it to me.

Now I'm going to write **valuable** on the suffix map. Write the word on another line or in another circle at the end of the line.

Here is another example of a base word that changes when the suffix, **-able**, is added.

This word is **reliable**. Follow the directions above for introducing new words.

Say **reliable** with me.

- **reliable**

I am going to break it into its parts. We know the suffix is **-able**; so we are left with **reli**. Underline each word part as you discuss it.

Hmm. Let's look at the spelling of this word. The word **rely** is supposed to be spelled **r-e-l-y**. Write *rely* on the board. **Re**ly ends with a consonant and a y. The suffix, **-able**, is spelled **a-b-l-e**. Write *able* next to *rely*.

When we add a suffix that begins with a vowel (point to the *a* in *able*), to a base word that ends with a consonant and y (point to the consonant and the y), the spelling of the base word may change. We change the y in *rely* to i before adding the suffix, **-able**. Change the word to show how to drop the y and add an i.

rely + able = reliable, spelled **r-e-l-i-a-b-l-e**. Spell it with me.

- **r-e-l-i-a-b-l-e**

The base word, *rely*, means to trust or depend on someone or something. I can rely on the electricity in my house to run my appliances.

The suffix, **-able**, means is capable of or can be.

Reliable describes how you can trust or depend on someone or something.

Reliable - The Atlas is a **reliable** book about the earth.

Now I'm going to write **reliable** on the suffix map. Write the word on another line or in another circle at the end of the line.

Let's read all the words on the suffix map: **fixable**, **valuable**, and **reliable**.

What words?

- **fixable**, **valuable**, and **reliable**

When we can break a word into its base word and the suffix, it is easier to read and understand its meaning.

TEACHER AND STUDENTS PRACTICE TASK TOGETHER

Remember, one way that we can read a bigger word is to break that word into its base word and suffix. What can we do to read a bigger word?

- We can break the word into its base word and suffix.

The suffix is added to the end of a base word. Where do we add the suffix to a base word?

- We add the suffix to the end of a base word.

That's right. When we add a suffix, it can change the meaning of the whole word.

For instance, here is the word **predictable**.

Follow these directions for all the new words. Show the word. Either write the word on the board or have it written on a card. Then, for the next part, write the base word and suffix below the bigger word or use premade cards to show the word parts. Point to these words or word parts during the explanations.

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TEACHER AND STUDENTS PRACTICE TASK TOGETHER (continued)

Say predictable with me.

- predictable

We are going to break it into its parts. We know the suffix is -able; so we are left with predict. *Underline each word part as you discuss it.*

The word predict + able = predictable. Spell it with me.

- p-r-e-d-i-c-t-a-b-l-e

The base word, predict, means to expect or guess. I predict these dark clouds will bring rain.

What is the meaning of predict?

- Predict means to expect or guess.

The suffix, -able, means is capable of or can be.

What is the meaning of able?

- Able means is capable of or can be.

Predictable describes how something or someone acts in a way that is expected or is not surprising.

Predictable - Do you think the hot summer weather is predictable?

Can you think of a sentence using the word, predictable?

Encourage students to make their own sentences using the new word.

Now I'm going to write predictable on the suffix map. *Write the word on another line or in another circle at the end of the line.*

There are other words that use the suffix, -able. Here is another example: imaginable. *Follow the directions above for introducing a new word.*

Say imaginable with me.

- imaginable

We are going to break it into its parts. We know the suffix is -able; so we are left with imagin. *Underline each word part as you discuss it.*

Hmm, let's look at the spelling of this word. The word, imagine is supposed to be spelled i-m-a-g-i-n-e. *Write imagine on the board. There is an e on the end of imagine. The suffix, -able, is spelled a-b-l-e. Write able next to imagine.*

When we add a suffix that begins with a vowel (*point to the a in able*), to a base word that ends with a vowel (*point to the e in imagine*), the spelling of the base word may change. We drop the final e in imagine before adding the suffix, -able.

How do we change the base word that ends in a vowel when we add a suffix that begins with a vowel?

- We drop the final e before adding the suffix.

imagine + able = imaginable. Say it with me.

- imagine + able = imaginable

Spell it with me.

- i-m-a-g-i-n-a-b-l-e

The base word, imagine, means to make up, think or visualize (see in your head). I can imagine an ice cream cone would taste very good right now.

What is a meaning for imagine?

- Imagine means to make up, think, or visualize.

The suffix, -able, means is capable of or can be.

What is the meaning of able?

- Able means is capable of or can be.

Imaginable describes something as possible or something you can think of. For most people, living in the desert without water and electricity is not imaginable.

Now I'm going to write imaginable on the suffix map. *Write the word on another line or in another circle at the end of the line.*

Here is another example of a base word that changes when the suffix, -able, is added.

This is envious. *Follow the directions above.*

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TEACHER AND STUDENTS PRACTICE TASK TOGETHER (continued)

Say **enviable** with me.

- **enviable**

We are going to break it into its parts. We know the suffix is **-able**; so we are left with **envi**. *Underline each word part as you discuss it.*

Let's look at the spelling of this word. The word **envy** is supposed to be spelled **e-n-v-y**. *Write envy on the board. Envy ends with a consonant and a y. The suffix, -able, is spelled a-b-l-e. Write able next to envy.*

When we add a suffix that begins with a vowel (*point to the a in able*), to a base word that ends with a consonant and y (*point to the consonant and y in envy*), the spelling of the base word may change. We change the y in envy to i before adding the suffix, -able. *Change the word to show how to drop the y and add an i.*

How do we change the base word that ends in a consonant and y when we add a suffix that begins with a vowel?

- We change the y to i before adding the suffix.

envy + able = enviable, spelled **e-n-v-i-a-b-l-e**. Spell it with me.

- **e-n-v-i-a-b-l-e**

The base word, **envy**, means to be jealous or desire something. Showing envy toward someone else's things is not good.

What is the meaning for envy?

- Envy means to be jealous or desire something.

The suffix, -able, means is capable of or can be.

Enviably describes being capable of desiring something. He has an **enviable** reputation for being a good ball player.

Now I'm going to write **enviable** on the suffix map. *Write the word on another line or in another circle at the end of the line.*

Let's read all the words on the suffix map: **fixable**, **valuable**, **reliable**, **predictable**, **imaginable**, and **enviable**. *An option here would be to first point to and read the base word, the suffix, and then the whole word.*

Great job reading these big words.

STUDENTS PRACTICE TASK

What is one thing we can do to read a bigger word?

We can break a word into the base word and suffix.

Is the suffix added to the beginning of the base word or at the end of the base word?

The suffix is added to the end of a base word.

That's right. The suffix is added to the end of the base word. It can change the meaning of the whole word.

Let's read a new word. This word is **drinkable**. *Follow these directions for all the new words. Show the word. Either write the word on the board or have it written on a card. Then, for the next part, write the base word and suffix below the bigger word or use premade cards to show the word parts. Point to these words or word parts during the explanations.*

Say this word. *Point to drinkable.*

drinkable

Let's break it into its parts.

What is the suffix?

-able

What are we left with?

drink

What is **drink + able**?

drinkable

How do you spell drinkable?

d-r-i-n-k-a-b-l-e

The base word, **drink**, means to sip, swallow, or gulp. The word can also mean a beverage, as in, I like to drink milk.

What is the meaning of drink?

Drink means to sip, swallow, and gulp or it can be a beverage.

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STUDENTS PRACTICE TASK (continued)

You are going to add the suffix, -able.

What is the meaning of able?

Able means is capable of or can be.

When we add -able to the end of drink, it becomes a new word.

What is that word?

drinkable

Drinkable describes how something is okay to drink.

Drinkable - The water from this faucet is drinkable.

Can you think of a sentence using the word, drinkable?

Encourage students to make their own sentences using the new word.

Now I'm going to write drinkable on the suffix map. Write the word on another line or in another circle at the end of the line.

Here is another example of a word with the suffix, -able: erasable. Follow the directions above for introducing new words.

Say erasable. Point to erasable.

erasable

Now break the word erasable into parts.

What is the suffix?

-able

What are we left with?

eras

Now look at the spelling of this word. The word, erase is supposed to be spelled e-r-a-s-e. Write erase on the board.

Does the base word, erase, end with the vowel letter e?

Yes

We know that the spelling of the base word may change when we add a suffix that begins with a vowel (point to the a in able), to a base word that ends with a vowel (point to the e in erase). Write able next to erase.

How are you going to change the base word?

We drop the final e in erase before adding the suffix, -able.

Say the base word.

erase

Say the suffix.

-able

Say the new word.

erasable

Spell erasable.

e-r-a-s-a-b-l-e

The base word, erase, means to remove or wipe away. Will you erase the writing on the whiteboard?

What is a meaning for erase?

Erase means to remove or wipe away.

What is the meaning of able?

Able means is capable of or can be.

Erasable describes something that can be wiped away or removed.

Erasable -The writing on the whiteboard is erasable.

Can you think of a sentence using the word, erasable?

Encourage students to make their own sentences using the new word.

Now I'm going to write erasable on the suffix map. Write the word on another line or in another circle at the end of the line.

Let's try one more word that changes when the suffix, -able, is added.

This word is variable. Follow the directions above for introducing new words.

EMPOWERING TEACHERS

STUDENTS PRACTICE TASK (continued)

Say variable. *Point to variable.*

variable

Now break the word variable into its parts.

What is the suffix?

-able

What are we left with?

vari

Now look at the spelling of this word. The word, vary is supposed to be spelled v-a-r-y. Write vary on the board.

Does the base word, vary, end with a consonant and y?

Yes

We know that the spelling of the base word may change when we add a suffix that begins with a vowel (point to the a in able), to a base word that ends with a consonant and a y (point to the y in vary). Write able next to vary.

How are you going to change the base word before adding the suffix?

We change the y in vary to an i before adding the suffix, -able.

Say the base word.

vary

Say the suffix.

-able

Say the new word.

variable

Spell variable.

v-a-r-i-a-b-l-e

The base word, vary, means to be different or change. Do you like to wear the same clothes or vary the clothes you wear to school?

What is a meaning for vary?

Vary means to be different or change.

What is the meaning of able?

Able means is capable of or can be.

Variable describes something that is changeable, or unpredictable.

Variable - The lunch menu is so variable I never know what to expect.

Can you think of a sentence using the word, variable?

Encourage students to make their own sentences using the new word.

Now I'm going to write variable on the suffix map. Write the word on another line or in another circle at the end of the line.

Let's read all the words on the suffix map: fixable, valuable, reliable, predictable, imaginable, envious, drinkable, erasable, and variable. An option here would be to first point to and read the base word, the suffix, and then the whole word.

Do you know of other words that end in the suffix, -able to add to our suffix map? Possible choices: acceptable, comfortable, doable, movable, mixable, payable, provable, rentable, sinkable, and teachable.

When you find a bigger word while reading, remember to break that word into smaller parts to make it is easier to read and understand.

INDEPENDENT PRACTICE

When students consistently identify the base word and suffix, provide opportunities to practice individually or in pairs using new words.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are correctly identifying the base word and the suffix. If students are experiencing difficulty with this concept, reduce the routine to base words that do not change when adding a suffix. Provide practice with several words before adding a new element. Once you include base words that change with the addition of a suffix, use letter tiles to show how the final e or y is either dropped or changed. Please be aware that not all words ending in the letter e will drop that letter before adding the suffix, -able (e.g., likeable, changeable, sizeable).

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Adaptations using this Instructional Routine:

- This routine can be applied to any suffix. The routine for the words, fixable, predictable, and drinkable can be used as a template for other words that end in a consonant. The rest of the routine applies to words ending in a vowel or consonant and y and can be used with other suffixes that begin with a vowel (e.g., age, ible, ive).
- Teachers can shorten this routine by decreasing the number of words taught in the routine or focusing less on the spelling rules when adding the suffix.

For further independent practice, refer to the following Second and Third Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_5.pdf

- P.039 Base words and inflectional endings
- P.040 Base words and inflectional endings
- P.041 Base words and affixes
- P.042
- P.043
- P.044