MULTIMORPHEMIC WORD READING LESSONS

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Teaching students the pronunciations and spellings of the most frequently used affixes (prefixes and suffixes) helps students read long words.

The *peel off* strategy is one approach to doing this (Kearns & Whaley, 2018). In this strategy, students read the base word from print after they peel off the prefix and/or suffix. Once the base word is identified, students can add affixes back to the base word and accurately read and spell the multimorphemic word.

These resources are intended for instructors and tutors working with elementary students in Grades 3-5 who are experiencing difficulties reading long words. Unit 1 includes five lessons that focus on teaching suffixes and using the *peel off* strategy to pronounce and spell multimorphemic words.

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There are a series of activities used across Lessons 1-4 in Unit 1. First, the teacher will introduce the meanings of two new suffixes and demonstrate how to use the *peel off* strategy to break orally stated words into parts. Next, students will practice using the *peel off* strategy to read multimorphemic words with those suffixes. Then, students will build words with the suffixes. Finally, students will spell multimorphemic words with the target suffixes. After the lesson activities are completed, the teacher will assess students’ ability to read and spell multimorphemic words in a list before reading a connected text that contains the same words.

The new suffixes introduced in the first four lessons are:

- Lesson 1. *-ity* and *-ful*
- Lesson 2. *-ive* and *-en*
- Lesson 3. *-ation* and *-or*
- Lesson 4. *-ment* and *-er*

In the last lesson, Lesson 5, the teacher will review the suffixes previously taught across Lessons 1-4. Students will complete the same activities as identified for the earlier lessons but will complete them with the combination of eight suffixes they have learned.
LESSON 1

INTRODUCTION AND PRACTICE WORDS

Suffixes -ity, -ful

1. Review Phonology
   - activity, rarity, prideful, tasteful

2. Teaching Affixes/Strategies
   - Teacher Model: humorful
   - Practice: equality, normality, wasteful, successful

3. Making Words
   - Teacher Model: seniority
   - Practice: popularity, blissful, thoughtful, respectful, humidity

4. Spelling
   - Teacher model: minority, faithful
   - Practice: powerful, vanity, legality, eventful

5. Assess
   - priority, finality, humanity, oddity, reality, cheerful, wonderful, careful, forceful, dreadful

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OBJECTIVES:
- Given orally stated multimorphemic words with the suffixes -ity and -ful, students will be able to correctly spell the words with 70% accuracy or better.
- Given a list of multimorphemic words with the suffixes -ity and -ful, students will be able to correctly read the words with 80% accuracy or better.
- Given a text containing words with the suffixes -ity and -ful, students will be able to complete the text and correctly read the application words in it with 85% accuracy or better.

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<td>Model lesson plan</td>
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<td>Reading multimorphemic words in isolation assessment, teacher copy</td>
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LESSON 1

Introduction
In this lesson, students will be introduced to words with the suffixes -ity and -ful. This lesson contains multiple, short activities that will reinforce identifying the suffixes and using them to read and spell multimorphemic words.

Tell students the purpose of today’s lesson:

We will be completing different activities to help us learn to read long words. These long words are called multimorphemic words because they are made up of more than one morpheme or meaningful part. Examples of morphemes are prefixes, suffixes, and roots or base words. Today we will learn about suffixes. Suffixes are the ending parts of words. The suffixes can change the meaning of the first part of the word or change how that word can be used.

For example, adding the suffix -s to the end of the word “student” changes the word to mean more than one student; “students” is the plural form of “student.” By the end of our lesson, you will be able to read and spell many more multimorphemic words.

Build Knowledge
Teach students the two target suffixes -ity and -ful. Display both suffixes on the board and then explicitly teach them to students:

The first suffix we will learn is -ity. Say it with me, -ity. The suffix -ity tells us that the word is a noun—a person, place, or thing. It also tells us that the word is about the condition of something. If I say that you are a celebrity today [display the word “celebrity” with the suffix underlined], I mean that you are in a state of being celebrated for something great that you did. The suffix is -ity.

The second suffix we will learn today is -ful. Say it with me, -ful. The suffix -ful tells us that the word is an adjective. An adjective is a word that describes a noun. An adjective with the suffix -ful tells us that the word is “full of” something. If I say that the butterfly has colorful wings [display the word “colorful” with the suffix underlined], this means that the butterfly has wings that are full of many colors. The suffix is -ful.
Activity 1: Listening to Words with Suffixes

Materials: None

Activity Description: In this activity, students will listen to words to determine if they hear one of the target suffixes. If so, they will peel off the suffix from the base word to break the word into parts. This activity will help the students become aware of suffixes so they can use the peel off strategy in later activities on spelling and reading multimorphemic words. Begin by telling students:

Now we are going to practice listening for our suffixes -ity and -ful in spoken words. Listen as I demonstrate what you will do. [Say the word “security.” Think aloud about how you determine if this word ends with the suffix -ity or -ful.]

When I say the word “security,” I’m going to pay attention to the end of the word because a suffix is the end part of a word. When I say sec-ur-ity [say the word slowly, emphasizing the suffix], I hear -ity at the end of the word, not -ful. This means the suffix is -ity.

Next, model peeling off the suffix to break the word into parts.

Because I have found my suffix, I can now break the word into parts. We are going to practice doing this orally first because, later in the lesson, you will need to break apart the long words that you see when you are reading or that you need to spell when you are writing. For now, we just want to be sure we can hear the parts of the long words. Let me show you how to do that with the word “security.” Say the word with me: security. I have already found the suffix -ity at the end of the word, so now I need to peel off that suffix to break the word into parts. If I take away the -ity from the word “security,” I am left with the base word “secure.” I have two parts to this word: secure and -ity. If put them together, I have the word “security.” Because my suffix means that I have a noun in a certain condition, I think the word “security” means that something is feeling secure. My dog feels secure when he carries his favorite stuffed toy in his mouth on a walk. The toy gives him a sense of security. Security is a condition of feeling safe.
Next, provide guided practice in identifying and peeling off suffixes with the words: activity, prideful, tasteful.

Now that I have modeled how to identify the suffixes -ity and -ful and use the “peel-off” strategy, I want you to practice with me. I will say one word at a time. For each word, we will be listening for the suffix -ity or -ful. If you hear the suffix, we will then use the “peel off” strategy to break the word into parts.

If students are not able to complete the routine, then use the prompts below such as:

- What suffixes are you listening for?
- Do you hear the -ity or the -ful suffix at the end of the word?
- How do you break the word into parts?

If students are not successful with the prompting questions, then the instructor will need to provide additional modeling using the word “rarity.”
Activity 2: Reading Words with Suffixes

Materials: Suffix cards, printed and cut out

Activity Description: This activity is an application of the peel off strategy to help students read multimorphemic words by breaking them into smaller parts.

Now we will practice looking for our suffixes in printed words so that we can peel off the suffixes to read the words. First, let’s review identifying our suffixes in print.

Shuffle the stack of suffix cards so that students cannot anticipate which card you will show next. Show the cards to the students, one at a time. Ask the students to read the suffix on each card as soon as it is shown. If the students have difficulty reading the suffixes automatically, say the suffix, reshuffle the cards, and have students read the cards again until they are successful in reading the cards automatically.

Now, let’s look at this word. [Display the word “humorful” but do not say it.] If I do not know how to read this word, I want to break it into parts that I can recognize. First, I will look for one of our suffixes: -ity or -ful. [Have both suffixes displayed for students to reference during the lesson.] I know that suffixes are at the end of the word, and I see -ful at the end of this word. [Draw a scoop mark underneath the suffix and show that it matches the suffix -ful you already have displayed.] The suffix -ful means that something is full of whatever comes before the suffix. With the suffix peeled off the word [cover it with a sticky note or temporarily delete/erase it], I can see the base word that is left. [Display only the base word “humor.”] I recognize this word! It is “humor,” which I know means something funny or the same thing as comedy. If I add the suffix -ful back to the base word, I can put the parts together. Humor...ful, humorful. My word means full of humor.
Next, have students practice reading multimorphemic words by peeling off the suffixes.

*It’s your turn to try finding the suffixes, peeling them off to break a word into parts, and then reading the word. If you already know the word I’m about to show you, do not say it. We want to use this to practice our strategy so that when you come across long words you aren’t familiar with, you will know what to do.* [Show the word “equality” but do not say it.]

Guide the students in practicing the strategy with these prompts:

- Do you see one of our suffixes on this word? What is it?
- What does the suffix tell us about the word?
- After you “peel off” the suffix, do you recognize the base word?
- Can you put the suffix together with the base word to read the whole word?
- Using what you know about the base word and the suffix, what do you think the whole word means?

Repeat the above process with the words: *normality, wasteful.*

If the student is not able to complete the strategy, provide additional modeling using the word “successful.”

After practicing the strategy with each word, have students read the full list of words with fluency.
Activity 3: Making Words with Suffixes
Materials: Word part cards printed and cut, with one set per student; white board and marker for each student

Activity Description: In this part of the lesson, the student will use cards of base words and suffixes to create new words. The word parts are color coded, with suffixes in purple and base words in green. This activity will help the students understand that multiple words can be made from the morphemes.

We have been practicing breaking words apart by peeling off the suffixes to see the base word and then putting the parts back together again to read the whole word. Today, we are going to make our own words by putting the suffixes -ity and -ful on base words that you already know. [Show the cards.]

Before beginning, review the suffixes with the students.

- Who remembers what suffixes are?
- Where do we find suffixes on a word?
- How does finding the suffixes help us with reading a long word?
- [Show the suffix -ity card.] Who remembers what this suffix is?
- What does it tell us about the word?
- [Show the suffix -ful card.] Who remembers what this suffix is?
- What does it tell us about the word?

Review the base words to make sure students know what they mean.

Now I am going to let you make some words using the suffixes -ity and -ful. [Show base cards, one at a time.] Do you know what the word is? [If the students do not know, say the word.] Do you know what the word means? [If the students do not know, define the word.]
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You are going to use these cards to make new words by combining them with our suffixes. You may make a word and then find that it is not a real word. That’s okay. You are trying to make real words, but not every word you are trying to make will work. Some will be real words, and some may not be. You can use an online dictionary to check if your word is real. [Review any procedures for using devices and accessing online dictionaries.] If a word is not a real word, you will just try again.

Model creating a multimorphemic word with the base word “senior.”

I am going to use the suffix -ity and put it with the base word “senior.” “Seniority” is a real word; it means that someone is in the condition of being senior to someone else such as being in a higher grade or being someplace longer. I’m going to write it on my white board to keep track of the real words we make. At the end of this activity, we will read all the real words on our list. Let me try another word by adding a different suffix -ful. Senior-ful. Senior-ful is not a real word.

During this practice, students should make the following real words: popularity, blissful, thoughtful, respectful, and humidity. As students work, monitor and ask guiding questions.

- Can you use what you know about the word parts to define this word?
- Do you need to check the online dictionary to see if that is a real word?
- Can the base word be combined with the other suffix; why or why not?

If the student is not able to complete the strategy, return to modeling and create another word. If the student still has difficulty, ask the student to tell you some words that end in -ful or -ity. Create new base word cards so the student can create known words.
Activity 4: Spelling Words with Suffixes
Materials: Individual white boards & markers for each student
Activity Description: In the final activity for this lesson, model using the peel off strategy to break a spoken multimorphemic word into parts. Then spell the parts to form the written word. This is intended to increase the student’s concentration on parts of the word as well as increase their spelling accuracy. Start by reviewing the peel off strategy.

Today we will be using the “peel off” strategy to break a spoken word into parts so that we can spell the word. Who remembers what the “peel off” strategy is? What are the steps I follow in using the “peel off” strategy? What are the suffixes that we are learning to peel off? What does -ity tell us about the word? What does -ful tell us about the word?

Model using the peel off strategy with the word “minority.”

We have used the “peel off” strategy to read words, but today we are going to use the strategy to spell words. It can be difficult to spell a long word sound by sound. To spell a long word like “minority,” I need to break it into bigger pieces to see what I recognize. Say the word “minority” with me: minority. I remember that I can listen for my suffixes in the word. I hear the suffix -ity at the end of the word “minority.” If I peel off that suffix, I have the base word “minor” left. I know how to spell the suffix, and I’m pretty sure I can spell the base word. Let me try. I have my base word “minor.” [Pronounce the word slowly and then display spelling it sound by sound.] Now I need to add back the suffix -ity that I peeled off. [Display spelling the suffix at the end of the word.] Now that I have spelled my word, I need to read it to make sure I have the word I needed. [Read the word.]

Have the students use this strategy to spell the words: powerful, vanity, legality, eventful. Guide the students in practicing the strategy:
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- Repeat the word.
- Do you hear a suffix at the end?
- Which one of our suffixes do you hear?
- When you peel off the suffix, what base word is left? Do you recognize that word? Try spelling the base word sound by sound.
- Now add back the suffix. Check that you have the right word by reading it.

Provide the students with explicit praise and explicit error correction as needed. Examples of specific praise:

- I like how you are peeling off the suffix first and then spelling the base word sound by sound.
- Great job (say student’s name) spelling the base word correctly and then adding the suffix back to the end of the base word.

If students incorrectly peel off the suffix, provide specific error correction such as:

- Let’s try again. The -ity suffix is spelled with the letters i, t, and y. The -ful suffix is spelled with the letters f, u, and l.
- Let’s try again together. Tell me the first sound you hear in [say the base word]. What letters can represent that sound? What is the next sound you hear in [say the base word]? What letters represent that sound? [Continue until the base word has been spelled.]
- You are right. That is one way to spell the sound you hear in [say the base word]. But in this word, the sound is represented by different letters. Can you think of other letters that represent the sound? [If not known, provide them.]

If students have difficulty with the steps of this activity, then provide additional modeling with the word “faithful.”

If students have difficulty representing the sounds in a base word, provide the student a white board and marker and follow these steps:
LESSON 1

1. Say the word for the student.
2. Practice counting out the phonemes of the word. Draw lines on the white board or paper to represent each phoneme. Have the student write the letter or letters that correspond with each phoneme.
   a. Example word: powerful.
      i. The teacher asks the student, What is the base word of “powerful”?
      ii. Student says, “Power.”
      iii. Teacher says, Good, the base word of “powerful” is “power.” Let’s sound out the word “power” and spell it on the white board. As you sound out the word, I am going to draw a line for each sound that you say.
      iv. Student says, /p/ /ow/ /er/.
      v. Teacher writes three lines on the white board for each phoneme that the student says (e.g., ___ ___ ____). Then says, Now that we have mapped out the phonemes of the word “power,” you are going to write on the lines the letter or letters that represent each sound. [Sound out the word “power” again and write the letter or letters that represent the sound on each line (e.g., p ow er). Note that, in this example, the /aux/ sound is represented by the diphthong “ow,” and the /3r/ sound is represented by the r-controlled vowel “er.”]

3. Once the student has figured out how to spell the base word, ask them to add the appropriate suffix onto the end of the base word.
4. If the student spells the base word correctly, return to the spelling activity. If incorrect, repeat steps 1-3.
Activity 5: Assessment of Reading and Spelling Multimorphemic Words

Materials: Spelling multimorphemic words assessment; lined notebook paper and a pencil for each student; reading multimorphemic words assessment teacher and student copies; reading multimorphemic words in connect text assessment teacher and student copies.

Directions: After completing all instructional activities, assess whether the students have met the daily objectives. There are three parts to the assessment.

- Part 1: Spelling Multimorphemic Words. The student will be given a spelling task using 10 multimorphemic words: priority, finality, humanity, oddity, reality, cheerful, wonderful, careful, forceful, dreadful
  - The spelling test is group administered assessment and untimed.
  - The criterion for the spelling test is to spell 7 out of the 10 words correctly. Students must spell both the base word and suffix correctly to earn a point.

- Part 2: Reading Multimorphemic Words in Isolation. After the spelling test, students will be asked to read the same list of words that was used for the spelling test. This is individually administered. The criterion for this assessment is to read 8 out of the 10 words correctly.

- Part 3: Reading Multimorphemic Words in Connected Text. The students will read six of the assessment words in connected text. This is individually administered. The criterion is to complete the passage and read 6 of the 7 suffixed words correctly.
**ACTIVITY RESOURCES**

**LESSON 1: ACTIVITY 2-SUFFIX CARDS**

**Directions:** The suffix cards below are created to use as flashcards with students. The instructor may print and cut out individual cards to create a deck of cards containing multiple copies of each suffix. Before completing the activity with students, shuffle the suffix cards so that students cannot anticipate the suffix you will show next.

<table>
<thead>
<tr>
<th>ity</th>
<th>ity</th>
<th>ity</th>
<th>ity</th>
<th>ity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ful</td>
<td>ful</td>
<td>ful</td>
<td>ful</td>
<td>ful</td>
</tr>
</tbody>
</table>
**Directions:** The word part cards are created to use with students. The cards are color coded: base words are **green** and suffixes are **purple**. Before the lesson, the instructor will print and cut out the cards, making one set for each student. The base words will be placed together in a pile separate from the suffixes. Students also should be given a white board and marker to record the words they make by combining the base words and suffixes.

<table>
<thead>
<tr>
<th>ity</th>
<th>ful</th>
</tr>
</thead>
<tbody>
<tr>
<td>thought</td>
<td>bliss</td>
</tr>
<tr>
<td>respect</td>
<td>popular</td>
</tr>
<tr>
<td>humid</td>
<td>senior</td>
</tr>
</tbody>
</table>
This spelling test is group administered. Before beginning, distribute a lined sheet of paper to each student. Prompt students to number their paper from 1 to 10 because there will be 10 words on the test.

**General Directions:** You are going to spell words that have the suffixes we have been learning. I will say the word and use it in a sentence. Then, you will spell the word on your paper. Do you have any questions?

- Step 1: Teacher says the word.
- Step 2: Teacher prompts all students to repeat the word chorally to ensure that students heard the word correctly.
- Step 3: Teacher reads the sentence to provide a context for the word.
- Step 4: Teacher repeats the word and prompts students to write the word on their papers.

**Scoring Directions:** Students are awarded 1 point for each word spelled correctly. Both the base word and suffix must be correct. The criterion for this assessment is to spell 7 out of the 10 words correctly.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>priority ([pronounce with a long i sound]): It was the most important thing he had to do that day, so it was the top priority. Priority</td>
</tr>
<tr>
<td></td>
<td>priority</td>
</tr>
<tr>
<td>2.</td>
<td>finality ([pronounce with a long i sound]): The teacher said, “Stop,” with finality because that was the end of the time for the test. Finality</td>
</tr>
<tr>
<td></td>
<td>finality</td>
</tr>
<tr>
<td>3.</td>
<td>humidity: Everything felt damp; there was a lot of humidity in the air. Humidity</td>
</tr>
<tr>
<td></td>
<td>humidity</td>
</tr>
<tr>
<td>4.</td>
<td>oddity: The dog was an oddity because it was the only Dalmatian without spots. Oddity</td>
</tr>
<tr>
<td></td>
<td>oddity</td>
</tr>
<tr>
<td>5.</td>
<td>reality: Sometimes we read books or watch movies that are based on reality because they are about events that actually happened. Reality</td>
</tr>
<tr>
<td></td>
<td>reality</td>
</tr>
<tr>
<td>6.</td>
<td>cheerful: We enjoy seeing our friend because he is always cheerful and has a big smile on his face. Cheerful</td>
</tr>
<tr>
<td></td>
<td>cheerful</td>
</tr>
<tr>
<td>7.</td>
<td>wonderful: We saw a wonderful show that was like nothing else we had ever seen. Wonderful</td>
</tr>
<tr>
<td></td>
<td>wonderful</td>
</tr>
<tr>
<td>8.</td>
<td>careful: You have to be very careful when cooking on a hot stove so that you do not burn yourself. Careful</td>
</tr>
<tr>
<td></td>
<td>careful</td>
</tr>
<tr>
<td>9.</td>
<td>forceful: We had to be forceful in pulling open the door because it was stuck. Forceful</td>
</tr>
<tr>
<td></td>
<td>forceful</td>
</tr>
<tr>
<td>10.</td>
<td>dreadful: The weather was dreadful; there was so much wind and rain that we were scared to go outside. Dreadful</td>
</tr>
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<td></td>
<td>dreadful</td>
</tr>
</tbody>
</table>
Administer this assessment to one student at a time in a distraction-free environment. This is not timed. Print one copy of the student version and one copy of the teacher version. Place the student copy in front of the student.

**General Directions:** You are going to read a list of long words that have the suffixes we have been learning. Please read out loud. Start with the word at the top of the page and continue reading down the list. Stop when you have read the last word. Ready? Begin.

**Scoring Directions:** Students are awarded 1 point for each word read correctly. The criterion for this assessment is to read 8 out of the 10 words correctly.
**Directions:** Please read each word out loud.

<table>
<thead>
<tr>
<th>1. priority</th>
<th>6. cheerful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. finality</td>
<td>7. wonderful</td>
</tr>
<tr>
<td>3. humidity</td>
<td>8. colorful</td>
</tr>
<tr>
<td>4. oddity</td>
<td>9. forceful</td>
</tr>
<tr>
<td>5. reality</td>
<td>10. dreadful</td>
</tr>
</tbody>
</table>
Adding a New Letter

Adding the letter, schwa, to the English alphabet was Jerrold Foke’s idea. The schwa is an oddity because it looks like an upside-down “e.”

Jerrold thought that it would be wonderful to add a new letter to the alphabet to help people communicate with new words. To Jerrold, creating new words with the schwa was a priority for helping people get along and making humanity better. Hearing people tell him about their new schwa-based words made Jerrold feel cheerful. People created new words with the schwa, and they sent them to Jerrold. Some of the words were dreadful, but Jerrold’s idea of a new letter had become a reality.
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