



MULTIMORPHEMIC WORD READING LESSONS

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MULTIMORPHEMIC WORD READING LESSONS

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)¹. In this strategy, students read a printed word after they peel off the prefix and/or suffix. Once the word is identified, students can add back the affixes 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.

¹ Kearns, D. M., & Whaley, V. M. (2017). Helping students with dyslexia read long words: Using syllables and morphemes. *Teaching Exceptional Children*, 51(3), 212-225.
<https://doi.org/10.1177/0040059918810010>

OVERVIEW OF UNIT 1: READING AND SPELLING WORDS WITH SUFFIXES

LESSON SEQUENCE AND PROCEDURES

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. *-ment* and *-or*
- Lesson 4. *-ate* 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 2

INSTRUCTION AND PRACTICE WORDS

Suffixes *-ive, -en*

1. Review Phonology

- *blacken, wooden, assistive, adaptive*

2. Teaching Affixes/Strategies

- Teacher Model: *dampen, reflective*
- Practice: *deaden, productive, excessive*

3. Making Words

- Teacher Model: *obstructive*
- Practice: *oaken, adoptive, frighten, harden, supportive*

4. Spelling

- Teacher model: *detective*
- Practice: *sweeten, shaken, subjective, combative*

5. Assess

- *golden, brighten, weaken, broaden, cheapen, restrictive, assertive, disruptive, defective, objective*

LESSON 2

OBJECTIVES:

- Given orally stated multimorphemic words with the suffixes *-ive* and *-en*, students will be able to correctly spell the words with 70% accuracy.
- Given a list of multimorphemic words with the suffixes *-ive* and *-en*, students will be able to correctly read the words with 80% accuracy.
- Given a text containing words with the suffixes *-ive* and *-en*, students will be able to complete the text and accurately read the application words in it with 85% accuracy.

Teacher Materials	Student Materials
<ul style="list-style-type: none">• Model lesson plan	<ul style="list-style-type: none">• Copies of word part cards for each student
<ul style="list-style-type: none">• Activity 2: Suffix cards printed and cut out	<ul style="list-style-type: none">• White board and marker for each student
<ul style="list-style-type: none">• Activity 3: Word part cards printed and cut out	<ul style="list-style-type: none">• Reading multimorphemic words in isolation, student copy
<ul style="list-style-type: none">• Spelling multimorphemic words assessment	<ul style="list-style-type: none">• Lined notebook paper and pencil for each student
<ul style="list-style-type: none">• Reading multimorphemic words in isolation assessment, teacher copy	<ul style="list-style-type: none">• Reading multimorphemic words in connected text, student copy
<ul style="list-style-type: none">• Reading multimorphemic words in connected assessment text, teacher copy	

LESSON 2

Introduction

In this lesson, students will be introduced to words with the suffixes *-ive* and *-en*. 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 it from one student to many students. *Students* is the plural form of the word *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 *-ive* and *-en*. Display both suffixes on the board, and then explicitly teach them to students:

*The first suffix we will learn is *-ive*. Say it with me, *-ive*. The suffix *-ive* changes a noun or verb into an adjective. It adds the meaning doing, being, or tending to. Let's look at the word *repulsive* [display the word *repulsive* with the suffix underlined and point to the suffix *-ive*]. The word *repulse* is a verb that means to cause someone to feel intense distaste or disgust. When we add the suffix *-ive* to *repulse*, we can use the word as an adjective to describe something that is disgusting. For example, "Some believe that snakes are repulsive creatures." In this example, *repulsive* is used to describe a snake, suggesting that snakes are disgusting creatures.*

*The second suffix we will learn today is *-en*. Say it with me, *-en*. When the suffix *-en* is added to a word, it can produce an adjective meaning made of or a verb meaning to make. Let's look at the word *soften* [display the word *soften* with the suffix underlined and point to the suffix *-en*]. The word *soft* is an adjective that means not hard or firm. When I add the suffix *-en* to *soft*, the word changes to a verb. *Soften* means to become less hard. For example, "I took the stick of butter out of the refrigerator and put it on the table to soften." In this sentence, the butter softens, or becomes less hard, so that it is easier to spread.*

LESSON 2

Activity 1: Listening to Words with Suffixes

Materials: None

Activity Description: In this activity, the teacher will model how to identify suffixes *-ive* and *-en* in a spoken word. The teacher will model how to use the *peel-off* strategy to break a word into parts and figure out its meaning. This demonstration 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 I am going to model how to identify the suffixes -ive and -en in spoken words. Listen as I demonstrate what you will do. [Say to the students: inventive and demonstrate a think aloud about how you determine if this word ends with the suffix -ive and -en.]

Inventive. When I say the word inventive, I am listening to the end of the word for a suffix. [Say the word slowly, emphasizing the -ive suffix] Inventive. I hear the suffix -ive at the end of the word. This means that the suffix on inventive is -ive.

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

Because I identified a suffix in the word inventive, I can use the peel-off strategy to figure out the meaning of the words. If I remove the suffix -ive from inventive, I am left with the word invent. There are two parts to this word: invent and -ive. Invent means to create something new. When I add the suffix -ive to invent, the word becomes inventive. Inventive can be used as an adjective to describe something that is an original idea or someone who can create new things. An example of how to use inventive in a sentence is: "Frank Epperson was an inventive 11-year-old who created the first popsicle."

The second suffix that we are learning about today is -en. Let's look at the word darken. I am going to pay close attention to the final sound of the word. Darken. [Say the word slowly, emphasizing the -en suffix.] I do not hear the suffix -ive at the end of the word. I hear -en at the end of the word. [Say the word slowly, emphasizing the -en suffix.] Darken. This tells me that the suffix on darken is -en.

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

Now that I have identified the suffix on darken, I can use the peel-off strategy to determine the word's meaning. If I peel off the suffix -en from darken, I am left with the word dark. Dark is an adjective that describes a space with little to no light or a color that is not a light shade. When I add the suffix -en to dark, the word becomes the verb darken. Darken means to make or become dark or darker. An example of how to use darken in a sentence is: "We can darken the room by turning off the lights."

Next, provide guided practice in identifying and peeling off suffixes with the words: *blacken, wooden, assistive*

Now that I have modeled how to identify the suffixes -ive and -en 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 -ive or -en. If you hear the suffix, then we will 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 -ive or the -en 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 *adaptive*.

LESSON 2

Activity 2: Reading Words with Suffixes

Materials: Suffix cards, printed and cut out (see Activity Resources for suffix cards)

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 *dampen* 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: -ive or -en.* [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 -en at the end of this word.* [Draw a scoop mark underneath the suffix and show that it matches the suffix -en you already have displayed.] *The suffix -en changes the word to an adjective or a verb. In this example, if you're camping in a tent and it rains, rain will dampen the tent. This is a verb. With the suffix peeled off the word [cover it with a sticky note or temporarily delete/erase it], let's look at the word that is left.* [Display the word *damp*.] *I recognize this word! It is damp, which is an adjective that describes something that is slightly wet. If I add the suffix -en back to the word, I can put the parts together to change the word into a verb. Dampen means to become wet. If I went camping and it rained, the rain would dampen my tent.*

Next, have students practice reading multimorphemic words by peeling off the suffixes.

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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 reflective 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 word or letters that remain?*
- *What are different ways to pronounce the word?*
- *Can you put the suffix together with the letters or the word to read the whole word?*
- *Using what you know about the word and the suffix, what do you think the whole word means?*

Repeat the above process with the words: *deaden* and *productive*.

If the student is not able to complete the strategy, provide additional modeling using the word *excessive*.

After practicing the strategy with each word, have students read the full list of words with fluency.

LESSON 2

Activity 3: Making Words with Suffixes

Materials: Word part cards printed and cut out, with one set per student; white board and marker for each student (see Activity Resources for word part cards)

Activity Description: In this part of the lesson, the student will use word cards and suffix cards to create new words. The word parts are color coded, with suffixes in purple and 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 letters or the word by itself 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 -ive and -en on 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 -ive card.] *Who remembers what this suffix is? What does it tell us about the word?*
- [Show the suffix -en card.] *Who remembers what this suffix is? What does it tell us about the word?*

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

Now I am going to let you make some words using the suffixes -ive and -en. [Show the word 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 the multimorphemic word *obstruct*.

I am going to use the suffix -ive and put it with the word obstruct. Obstructive is a real word; it means to block. Someone who stops you from helping another person is being obstructive. 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 -en. Obstruct-en. Obstruct-en is not a real word.

During this practice, students should make the following real words: *oaken, adoptive, harden, frighten.*

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 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 *-ive* or *-en*. Create new word cards so the student can create known words.

LESSON 2

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 -ive tell us about the word? What does -en tell us about the word?

Model using the *peel-off* strategy with the word *detective*.

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 detective, I need to break it into bigger pieces to see what I recognize. Say the word detective with me: detective. I remember that I can listen for my suffixes in the word. I hear the suffix -ive at the end of the word detective. If I peel off that suffix, I have the word detect left. I know how to spell the suffix, and I'm pretty sure I can spell the word. Let me try. I have my word detect. [Pronounce the word slowly and then display spelling it sound by sound.] Now I need to add back the suffix -ive 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 need. [Read the word.]

Have the students use this strategy to spell the words: *sweeten, shaken, subjective, combative*.

Guide the students in practicing the strategy:

- *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 word is left?*

LESSON 2

- *Do you recognize that word? If not, practice the vowel as a short vowel. Then try to practice the vowel as a long vowel.*
- *Try spelling the 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 word sound by sound.*
- *Great job, (say student's name), spelling the word correctly and then adding the suffix back to the end of the word.*

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

- *Let's try again. The -ive suffix is spelled with the letters i, v, and e. The -en suffix is spelled with the letters e and n.*
- *Let's try again together. Tell me the first sound you hear in [say the word]. What letters can represent that sound? What is the next sound you hear in [say the word]?*
- *What letters represent that sound? [Continue until the word has been spelled.] What is the next sound you here in [say the word]?*
- *You are right. That is one way to spell the sound you hear in [say the 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 *woolen*.

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

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.
 - Example word: *sweeten*.
 - The teacher says to the student, *Let's sound out and spell the word on the white board together. As you sound out the word, I am going to draw a line for each sound that you say. What are the sounds before the suffix -en in the word sweeten?*
 - Student says, /s/ /w/ /ee/ /t/.
 - Teacher writes four lines on the white board for each phoneme that the student says (e.g., ____ ____ ____ ____). *Now that we have mapped out the phonemes of the word sweet, you are going to write on the lines the letter or letters that represent each sound.* [Sound out the word *sweet* again and write the letter or letters that represent the sound on each line (e.g., s w ee t). Note that, in this example, the long /ē/ sound is represented by the vowel pair ee.]
3. Once the student has written the letters, ask them to add the appropriate suffix onto the end of the word.
4. If the student spells the word correctly, return to the spelling activity. If incorrect, repeat steps 1-3.

LESSON 2

Activity 5: Assessment of Reading and Spelling Multimorphemic Words

Materials: (see Activity Resources for reading and spelling multimorphemic words assessments, teacher copies, and student copies)

- Spelling multimorphemic words assessment
- Lined notebook paper and a pencil for each student
- Teacher and student copies of the reading multimorphemic words assessment
- Teacher and student copies of the reading multimorphemic words in connected text assessment

Activity Description: 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: *golden, brighten, weaken, broaden, cheapen, restrictive, assertive, disruptive, defective, objective*
 - The spelling test is a 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 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 5 of the 6 suffixed words accurately.

ACTIVITY RESOURCES

LESSON 2: ACTIVITY 3-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.

ive	ive	ive	ive	ive
en	en	en	en	en

ACTIVITY RESOURCES

LESSON 2: ACTIVITY 3-WORD PART CARDS

Directions: The word part cards are created to use with students. The cards are color coded: 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 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 words and suffixes.

ive	en
obstruct	support
oak	hard
adopt	fright

ACTIVITY RESOURCES

LESSON 2: SPELLING MULTIMORPHEMIC WORDS ASSESSMENT- TEACHER COPY

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 word and suffix must be correct. The criterion for this assessment is to spell 7 out of the 10 words correctly.

1. golden: The queen wore a golden crown that shined brightly in sunlight. Golden	<i>golden</i>
2. brighten: The sky will brighten when the sun rises. Brighten	<i>brighten</i>
3. weaken: Your muscles will weaken if you don't exercise. Weaken	<i>weaken</i>
4. broaden: Reading books and traveling to new places can broaden your mind. Broaden	<i>broaden</i>
5. cheapen: Using plastic instead of metal would cheapen the quality of the tool. Cheapen	<i>cheapen</i>
6. restrictive: When my mom was in the hospital, all her visits were restrictive, so I could only stay for 20 minutes. Restrictive	<i>restrictive</i>
7. assertive: She was assertive and spoke up for her friend. Assertive	<i>assertive</i>
8. disruptive: The movie was cancelled because of the disruptive people in the audience. Disruptive	<i>disruptive</i>
9. defective: The toy we bought from the store was defective, so we had to return it. Defective	<i>defective</i>
10. objective: One objective of this lesson is to learn the <i>peel-off</i> strategy. Objective	<i>objective</i>

ACTIVITY RESOURCES

LESSON 2: READING MULTIMORPHEMIC WORDS IN ISOLATION ASSESSMENT-TEACHER COPY

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.

1. golden	6. restrictive
2. brighten	7. assertive
3. weaken	8. disruptive
4. broaden	9. defective
5. cheapen	10. objective

ACTIVITY RESOURCES

LESSON 2: READING MULTIMORPHEMIC WORDS IN ISOLATION ASSESSMENT-TEACHER COPY

Directions: Please read each word out loud.

1. golden	6. restrictive
2. brighten	7. assertive
3. weaken	8. disruptive
4. broaden	9. defective
5. cheapen	10. objective

ACTIVITY RESOURCES

LESSON 2: READING MULTIMORPHEMIC WORDS IN CONNECTED TEXT ASSESSMENT-TEACHER COPY

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: *This passage has words with the suffixes we have been learning. Please read this passage out loud, starting with the title and continuing until you have finished the passage. If you get stuck, I will help you with the word so you can keep reading. Ready? Begin.*

Scoring Directions: The criterion is to complete the passage and read 5 of the 6 assessment words accurately.

The Midas Touch

In Greek mythology there was a king named Midas, who was known for his love of gold and for the curse of the **golden touch**. As the story is told, two Greek gods were walking through King Midas' garden. One grew tired and took a nap in the garden. The other Greek god left his friend behind on accident. As the sun rose the next morning, the garden began to **brighten**. King Midas went into his garden and found the Greek god that had been left behind. Midas invited him into the palace to eat and then helped him return to his friend. When the two Greek gods were together again, they granted the king one wish for his kindness. Midas was **assertive** and quickly replied, "I wish that everything I touch would become gold." When Midas returned to his garden, he found it had come true. Every rose he touched turned to gold. Midas jumped in happiness! However, this new gift was quite **restrictive** to the king's life. When he tried to eat, the food turned to gold on his lips. Because he could not eat, the king's body began to **weaken**, and his young daughter came to comfort him. As she started to hug him, she also was turned to gold. King Midas began to weep and prayed that the Greek gods would lift the **disruptive** wish that had become a curse. Seeing Midas' pain, the Greek gods reversed the wish. Everything that had been turned to gold was normal again.

ACTIVITY RESOURCES

LESSON 2: READING MULTIMORPHEMIC WORDS IN CONNECTED TEXT ASSESSMENT-STUDENT COPY

Directions: Please read the text out loud.

The Midas Touch

In Greek mythology there was a king named Midas, who was known for his love of gold and for the curse of the *golden touch*. As the story is told, two Greek gods were walking through King Midas' garden. One grew tired and took a nap in the garden. The other Greek god left his friend behind on accident. As the sun rose the next morning, the garden began to brighten. King Midas went into his garden and found the Greek god that had been left behind. Midas invited him into the palace to eat and then helped him return to his friend. When the two Greek gods were together again, they granted the king one wish for his kindness. Midas was assertive and quickly replied, "I wish that everything I touch would become gold." When Midas returned to his garden, he found it had come true. Every rose he touched turned to gold. Midas jumped in happiness! However, this new gift was quite restrictive to the king's life. When he tried to eat, the food turned to gold on his lips. Because he could not eat, the king's body began to weaken, and his young daughter came to comfort him. As she started to hug him, she also was turned to gold. King Midas began to weep and prayed that the Greek gods would lift the disruptive wish that had become a curse. Seeing Midas' pain, the Greek gods reversed the wish. Everything that had been turned to gold was normal again.



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