



# Multimorphemic Word Reading Lesson Review

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TENNESSEE READING  
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# Multimorphemic Word Reading Lessons

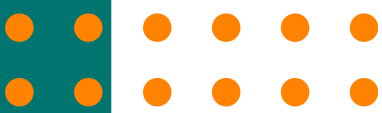
Teaching students the pronunciations and spellings of the most frequently used affixes (prefixes and suffixes) helps students read long words.

**The “peel-off strategy” is one approach to doing this (Kearns & Whaley, 2018).<sup>1</sup> 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.

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<sup>1</sup> Kearns, D. M., & Whaley, V. M. (2018). 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 instructor 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 instructor will assess students' ability to read and spell multimorphemic words in a list before reading a connected text that contains the same words.

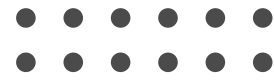
The new suffixes introduced in the first four lessons are:

- **Lesson 1: “-ity” and “-ful”**
- **Lesson 2: “-ive” and “-en”**
- **Lesson 3: “-ment” and “-or”**
- **Lesson 4: “-ate” and “-er”**

In Lesson 5, the instructor 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 5

## Instruction and Practice Words



### 1. Review

- “hydrate,” “kicker,” “adornment,” “vendor,” “objective,” “dampen,” “reality,” “thoughtful”

### 2. Listening

- Instructor Model: “builder”
- Practice: “golden,” “decorate,” “player,” “arrangement,” “careful,” “detective,” “collector,” “humanity”

### 3. Reading

- Instructor Model: “broaden”
- Practice for Leader 1: “assertive,” “investment,” “editor,” “humidity,” “developer,” “faithful,” “oaken,” “candidate”
- Practice for Leader 2: “obstructive,” “amazement,” “selector,” “minority,” “painter,” “eventful,” “sweeten,” “fabricate”

### 4. Making Words

- Instructor Model: “dreadful”
- Practice: “sailor,” “orientate,” “treatment,” “disruptive,” “weaken,” “oddity,” “speaker,” “equality,” “harden,” “adoptive”

### 5. Spelling Words

- Instructor Model: “placement”
- Practice: “actor,” “defective,” “cheerful,” “finality,” “advocate”

### 6. Assess:

- “priority,” “forceful,” “rotate,” “brighten,” “restrictive,” “payment,” “director,” “trainer”



# Lesson 5

## Objectives:

- In cumulatively reviewing the suffixes learned in Lessons 1-4, students will be able to correctly read and spell six multimorphemic words with 75% accuracy.
- Given a text containing multimorphemic words that cumulatively review the suffixes learned in Lessons 1-4, students will be able to complete the text and accurately read the application words with 83% accuracy.

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

# Lesson 5

## Introduction

In this lesson, students will review the different suffixes previously learned in Lessons 1-4. This lesson contains multiple, short activities that will reinforce using different suffixes to read and spell multimorphemic words.

### **Tell students the purpose of today's lesson:**

“We will be completing different activities to help us practice reading 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 base or root words.

“Today, we will review the suffixes we’ve already practiced using the peel-off strategy to read and spell multimorphemic words. The goal for this lesson is to become comfortable using the peel-off strategy so that it becomes an automatic part of reading and spelling long words.

“Remember, to use the peel-off strategy, we need to be able to identify all word parts. A word part that comes at the end of the word is called a ‘suffix.’ The suffix can change the meaning of the first part of the word or change how that word can be used. For example, you know that adding the suffix ‘-s’ to the end of the word ‘student’ changes it from one student to many. ‘Students’ is the plural form of the word ‘student.’ By the end of this lesson, you will be able to use the peel-off strategy to read and spell long words containing suffixes from Lessons 1-4.”

# Review

Display the suffixes on the board as you review the suffixes with students. Once the suffixes are listed, prompt the students to read them with you. The review should be brief.

“Let’s review four different suffixes we have learned so far. This suffix is ‘-ate.’ The suffix ‘-ate’ can make a word a verb, noun, or adjective. For example, ‘hydrate’ is a verb with the suffix ‘-ate.’ [Display the word ‘hydrate’ with the suffix underlined.] ‘The coach reminded the players to hydrate before practice on the hot summer day.’ This suffix is ‘-er.’ The suffix ‘-er’ can make the word a verb or adjective. For example, ‘kicker’ is a noun with the suffix ‘-er.’ [Display the word ‘kicker’ with the suffix underlined.] ‘The kicker made all the goals she attempted in the soccer game.’

“This suffix is ‘-ment.’ The suffix ‘-ment’ makes a word a noun. For example, ‘adornment’ is a noun with the suffix ‘-ment.’ **[Display the word ‘adornment’ with the suffix underlined.]** ‘She wore a sparkly adornment on her hat to the birthday party.’

“Another suffix is ‘-or.’ For example, ‘vendor’ is a noun with the suffix ‘-or.’ **[Display the word ‘vendor’ with the suffix underlined.]** ‘The vendor sold hot dogs, popcorn and pretzels at the football game.’

“Let’s read the suffixes we reviewed so far. Follow along with me as I read aloud the suffixes. **[Read aloud the suffixes and point to each one on the board: ‘-ate,’ ‘-er,’ ‘-ment,’ ‘-or.’]**

“Here are the last four suffixes. Let’s review these now.

“This suffix is ‘-ive.’ The suffix ‘-ive’ makes a word an adjective or a noun. For example, ‘objective’ can be a noun with the suffix ‘-ive.’ **[Display the word ‘objective’ with the suffix underlined.]** ‘The objective of the game was to see which team could build the tallest tower using blocks.’ The word ‘objective’ also could be an adjective. ‘He was an objective referee during the game and did not favor one team over the other.’

“This suffix is ‘-en.’ The suffix ‘-en’ can make the word an adjective or a verb. For example, ‘dampen’ is a verb with the suffix ‘-en.’ **[Display the word ‘dampen’ with the suffix underlined.]** ‘Be careful with your lemonade or you’ll spill it and dampen your shirt.’

“This suffix is ‘-ity.’ The suffix ‘-ity’ makes the word a noun. For example, ‘reality’ is a noun with the suffix ‘-ity.’ **[Display the word ‘reality’ with the suffix underlined.]** ‘The life-like graphics in my video game make the virtual world seem like a reality.’

“This suffix is ‘-ful.’ The suffix ‘-ful’ can make the word an adjective or a noun. For example, ‘thoughtful’ is an adjective with the suffix ‘-ful.’ **[Display the word ‘thoughtful’ with the suffix underlined.]** ‘It is a thoughtful gesture to thank the host of the party when you leave.’”

# Lesson 5

## Activity 1: Listening to Words with Suffixes

**Materials:** None

**Activity Description:** In Lessons 1–4, the instructor provided the students with explicit modeling of how to identify a suffix in a spoken word and use the peel-off strategy to break the word into its parts. Due to the explicit instructor modeling provided across Lessons 1–4, the first activity will include a brief instructor explanation of the peel-off strategy followed by opportunities for students to practice the peel-off strategy with multimorphemic words.

Begin by telling students:

“We know from previous lessons that the peel-off strategy can help us read long words using three easy steps. First, we find the suffix in the word. Next, we peel off the suffix and read the word part that’s left after the suffix is removed. Finally, we add the suffix back to the word part and read the whole word.

“For example, the word ‘builder’ has the ‘-er’ suffix on the end of the word. When we peel off the suffix ‘-er,’ we are left with the word part ‘build.’ When I add the suffix ‘-er’ to the word ‘build,’ the word becomes ‘builder.’

“Now it’s your turn to practice some words with me. I will say one word at a time. For each word, you will be listening for the suffix. Once you hear the word, tell me the suffix you hear. Then we can use the peel-off strategy to break the word into parts. Once we do that, we’ll add the suffix back to the word and read the entire word. **[Say each word slowly, emphasizing the suffix at the end of the word: ‘golden,’ ‘decorate,’ ‘player,’ ‘arrangement,’ and ‘careful.’]**

“The first word is ‘golden.’ What suffix do you hear at the end of this word? **[Say ‘golden’ slowly, emphasizing the suffix at the end of the word.]** That’s right! The suffix is ‘-en.’ Now that we have identified the suffix ‘-en’ for the word ‘golden,’ we can use the peel-off strategy to break the word into parts. If I peel off my suffix ‘-en,’ what word am I left with? That’s right! The word is ‘gold.’ When I add the suffix ‘-en’ to the word ‘gold,’ the word becomes ‘golden.’”

“The next word is ‘decorate.’ What suffix do you hear at the end of this word? **[Say ‘decorate’ slowly, emphasizing the suffix at the end of the word.]** That’s right! The suffix is ‘-ate.’ Great work! Now that we have identified the suffix ‘-ate’ for the word ‘decorate,’ we can use the peel-off strategy to break the word into parts. If I peel off my suffix ‘-ate,’ what word am I left with? That’s right! The word is ‘décor.’ When I add the suffix ‘-ate’ to the word ‘décor,’ the word becomes ‘decorate.’

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“Let’s try ‘player.’ What suffix do you hear at the end of this word? **[Say ‘player’ slowly, emphasizing the suffix at the end of the word.]** Yes! You are correct! The suffix is ‘-er.’ Now that we have identified the suffix ‘-er’ for the word ‘player,’ we can use the peel-off strategy to break the word into parts. If I peel off my suffix ‘-er,’ what word am I left with? You got it! The word is ‘play.’ When I add the suffix ‘-er’ to the word ‘play,’ the word becomes ‘player.’”

“The next word is ‘arrangement.’ What suffix do you hear at the end of this word? **[Say ‘arrangement’ slowly, emphasizing the suffix at the end of the word.]** Yes! You are correct! The suffix is ‘-ment.’ Now that we have identified the suffix ‘-ment’ for the word ‘arrangement,’ we can use the peel-off strategy to break the word into parts. If I peel off my suffix, ‘-ment,’ what word am I left with? You got it! The word is ‘arrange.’ When I add the suffix ‘-ment’ to the word arrange, the word becomes ‘arrangement.’”

“Let’s try one more word. The word is ‘careful.’ What suffix do you hear at the end of this word? [Say ‘careful’ slowly, emphasizing the suffix at the end of the word.] Yes! You are correct! The suffix is ‘-ful.’ Now that we have identified the suffix ‘-ful’ for the word ‘careful,’ we can use the peel-off strategy to break the word into parts. If I peel off my suffix ‘-ful,’ what word am I left with? You got it! The word is ‘care.’ When I add the suffix ‘-ful’ to the word ‘care,’ the word becomes ‘careful.’”

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

- “What suffixes are you listening for?”
- “Tell me which suffix you hear at the end of the word: ‘-en,’ ‘-er,’ ‘-ful,’ ‘-ate,’ ‘-ment,’ ‘-or,’ ‘-ive,’ or ‘-ity.’”
- “How do you break the word into parts?”

If students are able to complete the routine, the instructor will continue the review with students using the following multimorphemic words: “detective,” “collector,” and “humanity.” Remember to use the prompting questions:

- “What suffix do you hear at the end of the word?”
- If the student responds incorrectly, prompt with: “Tell me which suffix you hear at the end of the word: ‘-en,’ ‘-er,’ ‘-ful,’ ‘-ate,’ ‘-ment,’ ‘-or,’ ‘-ive,’ or ‘-ity.’”
- “How do you break the word into parts?”
- “After you peel off the suffix, what word or word part is left?”
- “Add the suffix back onto the word or word part and say the whole word.”

# Lesson 5

## Activity 2: Reading Words with Suffixes

**Materials:** Suffix cards, printed and cut out, leader/reader sheet (see Activity Resources)

**Activity Description:** This activity is an application of the peel-off strategy to help students read multimorphemic words by breaking them into smaller parts. Because this lesson is a review, the instructor will provide guided practice in reading the word using the suffix card, and then students will practice reading the suffix cards with a partner.

“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. I’ll ask you to help me do this. Then you will practice with a partner.”

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 that you remember all of the suffixes you have learned, let’s try using the peel-off strategy to break a long word into parts and then put the parts together to read the word. **[Display all the suffixes on the board for students to reference during the lesson: ‘-er,’ ‘-ate,’ ‘-ment,’ ‘-or,’ ‘-ive,’ ‘-en,’ ‘-ity,’ and ‘-ful.’]** Let’s look at this word. **[Display the word ‘broaden’ 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 can look for one of our suffixes. **[Point to the suffixes listed on the board.]** I know that suffixes are at the end of the word.

“What suffix do you see at the end of this word? Great job! The suffix ‘-en’ is at the end of this word. **[Draw a scoop mark underneath the suffix and show that it matches the suffix ‘-en’ that you already have displayed.]** **[Cover ‘-en’ with a sticky note or temporarily delete/erase it.]** If I peel off the suffix ‘-en,’ what word are we left with? You are correct! We are left with the word ‘broad.’ If I add the suffix ‘-en’ to the adjective ‘broad,’ the word becomes a verb. **[Show ‘-en’ at the end of the word ‘broad.’]** ‘Broaden’ means becoming larger from side to side or expanding what you know. An example of how to use ‘broaden’ in a sentence is, “Reading different kinds of books can help broaden your imagination and make you a better storyteller.”

# Lesson 5



“Now that we’ve reviewed how to do this, you are going to practice the peel-off strategy with your partner. **[Put students in groups of two. If you have an odd number of students, make one group of three students.]**”

“When you work with your partner, you’ll each read eight, long words using the peel-off strategy by following the three steps we did together with the word broaden.”

Display the following three steps and write the questions/prompts on the board for students to reference:

## 1. Find the suffix

Leaders, you can ask your partner,

- “Read the word to yourself. What suffix do you see at the end of this word?”

If the suffix is correct, draw a scoop mark underneath the suffix and give encouraging praise. You can tell your partner,

- “Great work!” or, “You got it!”

If the suffix is incorrect, politely let your partner know. You can say,

- “That’s close, try again,” or, “Look at our list of suffixes and see if you can match one to what you see in this word.”

When your partner has correctly identified the suffix, draw a scoop mark underneath the suffix. Then give encouraging praise. You can say,

- “Great work!” or, “You got it!”

If your partner is stuck, tell your partner the suffix. You can say,

- “The suffix is \_\_\_\_\_. Please repeat the suffix.”

Draw a scoop mark underneath the suffix.

## 2. Use the Peel-off Strategy

Leaders, you can prompt your partner to use the peel-off strategy. You can say,

- “Peel off the suffix. What is the first part of the word that is left when we use the peel-off strategy?”

If the remaining word part is read correctly, give encouraging praise. You can say,

- “Great work!” or, “You got it!”

If the first part of the word is incorrect, politely let your partner know. You can say,

- “That’s close, try again,” or “Remember you said the suffix was **[-en,’ -er,’ -ful,’ -ate,’ -ment,’ -or,’ -ive,’ or -ity’]**. Try covering up that suffix with your finger and just looking at the part that is left.”

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## 2. Use the Peel-off Strategy, cont.

When the word part is read correctly, give encouraging praise. You can say,

- “Great work!” or “You got it!”

Leaders, if your partner is stuck, read the first part of the word to them only and ask them to repeat the word part. You can say,

- “The word part is \_\_\_\_\_. What is the word part again?”

Once the first part of the word is correct, give encouraging praise. You can say,

- “Great work!” or “You got it!”

## 3. Read the whole word.

Leaders, prompt your partner to read the whole word. You can say,

- “Let’s add the suffix back to the word and read the whole word.”

If the word is read correctly, give encouraging praise. You can say,

- “Great work!” or “You got it!”

If the word is incorrect, politely let your partner know. You can say,

- “That’s close, try again,” or, “Try covering up the suffix with your finger to read the first part of the word and then uncovering the suffix to add that onto the word. Then, say the two parts together quickly.”

If your partner is stuck, read the first part of the word and the suffix to them and ask them to read the whole word. Instructors can say,

- “The first part of the word is \_\_\_\_\_. The suffix is \_\_\_\_\_. What is the whole word?”

When the whole word is read correctly, give encouraging praise. You can say,

- “Great work!” or “You got it!”

The instructor should monitor students while they work as partners. If students are having difficulty assisting each other, guide the students to ask these additional prompts.

The student leader can say:

- “Do you see one of our suffixes on this word? What is it?”
- “After you peel off the suffix, what is the word part that is left? Are there different ways to pronounce this word?”
- “Can you put the suffix together with the letters or the word to read the whole word?”

Contextual direction?

“The taller person will lead the practice first. Raise your hand if you are the taller partner. Great! All of you raising your hands will lead the practice first.”

## Lesson 5

“Here are your practice words. **[Pass out the first word list.]** Leaders, say the words from List 1 to yourself silently. If you have any questions, please raise your hand, and I will come around and whisper the pronunciation to you. It is important that you know how to pronounce these words so you can assist your partner when they read the words. Leaders, if you and your partner finish early, ask your partner to read the list of words out loud.”

### List 1 Words:

|            |           |
|------------|-----------|
| assertive  | developer |
| investment | faithful  |
| editor     | oaken     |
| humidity   | candidate |

Have the students switch roles as leader and reader and repeat the process.

### List 2 Words:

|             |           |
|-------------|-----------|
| obstructive | painter   |
| amazement   | eventful  |
| selector    | sweeten   |
| minority    | fabricate |

# Lesson 5

## 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 cards)

**Activity Description:** In this part of the lesson, students 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 remaining word or word part by itself and then adding back the suffix to read the whole word. Today, we are going to make our own words by putting the suffixes ‘-er,’ ‘-ate,’ ‘-ment,’ ‘-or,’ ‘-ive,’ ‘-en,’ ‘-ity,’ and ‘-ful’ on the end of 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 cards -er, -ate, -ment, -or.]** Who remembers what these suffixes mean?”
- “What does it tell us about the word?”
- “**[Show the suffix cards ‘-ive,’ ‘-en,’ ‘-ity,’ ‘-ful.’]** Who remembers what these suffixes mean?”
- “What does it tell us about the word?”

Review the words to make sure students know what they mean: “dread,” “sail,” “orient,” “treat,” “disrupt,” “weak,” “odd,” “speak,” “equal,” “hard,” and “adopt.”

“Now I am going to let you make some words using the suffixes we have learned so far. **[Show the word cards, one at a time.]** Do you know what this word is? **[If the students do not know, say the word and ask the students to repeat it.]** 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. For example, I can put the word ‘dread’ with the suffix ‘-ful’ and make the word ‘dreadful.’ Here’s an example of how to use ‘dreadful’ in a sentence: ‘The storm outside sounded dreadful, but staying inside with my friends made me feel safe.’

“As you work, 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.”

During this practice, students should make the following real words: “dreadful,” “sailor,” “orientate,” “treatment,” “disruptive,” “weaken,” “oddity,” “speaker,” “equality,” “harden,” and “adoptive.”

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 any of the following suffixes: “-er,” “-ate,” “-ment,” “-or,” “-ive,” “-en,” “-ity,” and “-ful.” Create new word cards so the student can create known words.

# Lesson 5

## Activity 4: Spelling Words with Suffixes

**Materials:** White board and marker for each student

**Activity Description:** In this activity, 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?"

Model using the peel-off strategy with the word "placement."

"We have used the peel-off strategy to read words. Let's use the strategy to spell words. It can be difficult to spell a long word sound by sound. To spell a word like 'placement,' I need to break it into parts, rather than sounds, and then see what parts I recognize. Say the word placement with me: 'placement.' I remember that I can listen for my suffixes in the word. What suffix do you hear at the end of the word 'placement'? Great work! Yes, the suffix is '-ment.' If I peel off the suffix '-ment,' I have the word 'place' left. I know that 'place' has many meanings. The meaning we will talk about today is a verb that means to set down. If I add the suffix '-ment' to the verb 'place,' I make a new word. What is the new word? Very good! The word is 'placement.' 'Placement' is a noun that means a particular position. For example, "After practicing for weeks, Sarah was excited to hear about her placement in the school choir. She got to stand right in the front row!"

Have the students use this strategy to spell the words: "actor," "defective," "cheerful," and "finality."

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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? Do you recognize that word? If not, pronounce the vowel as a short vowel. If that does not work, try to practice the vowel as a long vowel.”
- “Try spelling the word part 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 explicit praise:

- “I like how you are peeling off the suffix first and then spelling the word part sound by sound.”
- “Great job, **[say student’s name]**, spelling the word part 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 ‘-ment’ suffix is spelled with the letters m, e, n, and t.”
- “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.]**”
- “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 “advocate.”

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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: “advocate”
    - The instructor says to the student, “Let’s sound out and spell the word on the white board. As you sound out the word, I am going to draw a line for each sound that you say. What are the sounds in the word ‘advocate’?”
    - Student says, /a/ /d/ /v/ /o/ /c/ /a/ /t/.
    - There are seven phonemes in the word “advocate.”
    - Instructor writes seven 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 ‘advocate,’ you are going to write on the lines the letter or letters that represent each sound. **[Sound out the word ‘advocate’ again and write the letter or letters that represent the sound on each line (i.e., a d v o c a te).**] It may be necessary to explain how to record the silent -e. The “e” adds another letter onto the spelling, but its purpose is to create the correct long vowel sound for the preceding “a.”
3. If the student spells the word correctly, return to the spelling activity. If incorrect, repeat steps 1–2.

# Lesson 5

## Activity 5: Assessment of Reading and Spelling Multimorphemic Words

**Materials:** (see Activity Resources)

- spelling multimorphemic words assessment
- instructor and student copies of the reading multimorphemic words assessment
- instructor and student copies of the reading multimorphemic words in connected text assessment
- lined notebook paper and a pencil for each student

**Activity 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,” “forceful,” “rotate,” “brighten,” “restrictive,” “payment,” “director,” and “trainer.”
  - The spelling test is a group administered assessment and untimed. The criterion for the spelling test is to spell **6 out of the 8** 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 **6 out of the 8** 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 out of the 6** suffixed words correctly.

## Activity Resources

# Activity 2: Suffix Cards

**Directions:** The suffix cards below are created to use as flashcards with students. These cards contain all eight suffixes previously taught in Lessons 1-4. 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.

|             |            |            |            |
|-------------|------------|------------|------------|
| <b>er</b>   | <b>ive</b> | <b>ate</b> | <b>en</b>  |
| <b>ment</b> | <b>ity</b> | <b>or</b>  | <b>ful</b> |
| <b>er</b>   | <b>ive</b> | <b>ate</b> | <b>en</b>  |
| <b>ment</b> | <b>ity</b> | <b>or</b>  | <b>ful</b> |

## Activity Resources

# Activity 2: Leader/Reader Sheet

**Directions:** Provide this reference sheet for leaders to use when working with a partner. List 1 words are for the first leaders, and List 2 words are for the second leaders. The lists include words with the eight suffixes taught in Lessons 1-4. Have the leaders say the words in their list silently to themselves before working with their partner. Have leaders raise their hands to request help with pronunciation if needed. After a partner practices the peel-off strategy to read all words on the list, the leader may prompt the partner to re-read the words on the list to build fluency.

### Steps for Leaders to Follow in Working with Readers

**Step 1:** Find the suffix.

Ask your partner, "What suffix do you see at the end of this word?"

Praise, correct, or help your partner.

**Step 2:** Use the peel-off strategy.

Ask your partner, "What is the word part that is left after you peel off the suffix?"

Praise, correct, or help your partner.

**Step 3:** Read the whole word.

Ask your partner, "Add the suffix back to the word and read the whole word."

Praise, correct, or help your partner.

### Leader Phrases for Praise, Correction & Help

- "Great work!"
- "Look at our list of suffixes and see if you can match one to what you see in this word."
- "Remember you said the suffix was ['-en,' '-er,' '-ful,' '-ate,' '-ment,' '-or,' '-ive,' or '-ity']. Try covering up that suffix with your finger to read the first part of the word and then uncovering the suffix to add that onto the word. Then, say the two parts together quickly."
- "The first part of the word is \_\_\_\_\_. The suffix is \_\_\_\_\_. What is the word?"

## Activity 2: Word List

| List 1 Words  | List 2 Words   |
|---------------|----------------|
| 1. assertive  | 1. obstructive |
| 2. investment | 2. amazement   |
| 3. editor     | 3. selector    |
| 4. humanity   | 4. minority    |
| 5. developer  | 5. painter     |
| 6. faithful   | 6. eventful    |
| 7. oaken      | 7. sweeten     |
| 8. candidate  | 8. fabricate   |

## 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.

|     |         |
|-----|---------|
| ity | odd     |
| ful | dread   |
| ive | disrupt |
| en  | weak    |

## Activity 3: Word Part Cards, Cont.

|            |               |
|------------|---------------|
| <b>or</b>  | <b>sail</b>   |
| <b>ate</b> | <b>orient</b> |
| <b>er</b>  | <b>speak</b>  |
| <b>ity</b> | <b>equal</b>  |
| <b>en</b>  | <b>hard</b>   |
| <b>ive</b> | <b>adopt</b>  |

# Spelling Multimorphemic Words Assessment

## Instructor Copy (Part 1)

**Activity Description:** 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 as 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?”

Complete the following steps for each word:

- **Step 1:** Instructor says the word.
- **Step 2:** Instructor prompts all students to repeat the word chorally to ensure that students heard the word correctly.
- **Step 3:** Instructor reads the sentence to provide a context for the word.
- **Step 4:** Instructor 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 **6 out of the 8** words correctly.

*(Assessment is provided on the following page.)*

# Spelling Multimorphemic Words Assessment

## Instructor Copy (Part 2)

|                                                                                                                                                                                   |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1. Priority: When I am not feeling well, my top <i>priority</i> is to get some sleep. Priority.                                                                                   | <b>priority</b>    |
| 2. Forceful: The wind was so <i>forceful</i> that it blew the bird's nest out of the tree. Forceful.                                                                              | <b>forceful</b>    |
| 3. Rotate: Earth, the planet we live on, will <i>rotate</i> around the sun once every 24 hours. Rotate.                                                                           | <b>rotate</b>      |
| 4. Brighten: A vase of colorful flowers can <i>brighten</i> a room. Brighten.                                                                                                     | <b>brighten</b>    |
| 5. Restrictive: Some students complain that a dress code is <i>restrictive</i> because it does not allow them to wear certain colors or types of clothing at school. Restrictive. | <b>restrictive</b> |
| 6. Payment: The store cashier will ask for your method of <i>payment</i> when checking out your items. Payment.                                                                   | <b>payment</b>     |
| 7. Director: The <i>director</i> assisted the actors with their lines and helped them plan where to stand on the movie set. Director.                                             | <b>director</b>    |
| 8. Trainer: The <i>trainer</i> gave the soccer goalie exercises to recover from her injury. Trainer.                                                                              | <b>trainer</b>     |

# Reading Multimorphemic Words in Isolation Assessment

## Instructor 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 **6 out of the 8** words correctly.

|                       |                    |
|-----------------------|--------------------|
| <b>1. restrictive</b> | <b>5. priority</b> |
| <b>2. rotate</b>      | <b>6. trainer</b>  |
| <b>3. director</b>    | <b>7. payment</b>  |
| <b>4. brighten</b>    | <b>8. forceful</b> |

# Reading Multimorphemic Words in Isolation Assessment

## Student Copy

**Directions:** Please read each word out loud.

|                       |                    |
|-----------------------|--------------------|
| <b>1. restrictive</b> | <b>5. priority</b> |
| <b>2. rotate</b>      | <b>6. trainer</b>  |
| <b>3. director</b>    | <b>7. payment</b>  |
| <b>4. brighten</b>    | <b>8. forceful</b> |

# Reading Multimorphemic Words in Connected Text Assessment

## Instructor Copy (Part 1)

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 instructor 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 out of the 6** assessment words correctly and without assistance. If the student makes mistakes or needs assistance with other words in the passage, those do not count against the score. Only the six identified assessment words are counted toward the criterion.

*(Assessment is provided on the following page.)*

# Reading Multimorphemic Words in Connected Text Assessment

## Instructor Copy (Part 2)

### A Trip to the Museum

Jenny was excited as the bus pulled into the parking lot. It was finally the day of the class field trip to her favorite place—the Natural History Museum! Her days typically are spent in a **restrictive** schedule of classes, homework, and after school activities. However, she is in control of her day at the museum. The class had provided **payment** for the tickets weeks ago, so the students were able to go straight into the museum. They didn't just have regular tickets though. They had **priority** tickets for the day. This meant they could explore every exhibit across the entire museum as well as speak with the **director** of the museum. Jenny had prepared multiple questions she wanted answered by the director. She was desperate to know where the fossils in the museum were found, how they were acquired, and the characteristics and patterns of the prehistoric animals. She was informed that, although many animals and dinosaurs were quite **forceful** in their daily habits, some were calm unless provoked. Once she was satisfied with the answers, she began to explore the various exhibits in the museum with a group of her classmates. Periodically, the groups were asked to **rotate** areas so they could see everything that was offered. Jenny couldn't believe she was able to see real dinosaur bones, gigantic ocean animals, and dozens of tiny insects.

# Reading Multimorphemic Words in Connected Text Assessment

## Student Copy

**Directions:** Please read the text out loud.

### A Trip to the Museum

Jenny was excited as the bus pulled into the parking lot. It was finally the day of the class field trip to her favorite place—the Natural History Museum! Her days typically are spent in a restrictive schedule of classes, homework, and after school activities. However, she is in control of her day at the museum. The class had provided payment for the tickets weeks ago, so the students were able to go straight into the museum. They didn't just have regular tickets though. They had priority tickets for the day. This meant they could explore every exhibit across the entire museum as well as speak with the director of the museum. Jenny had prepared multiple questions she wanted answered by the director. She was desperate to know where the fossils in the museum were found, how they were acquired, and the characteristics and patterns of the prehistoric animals. She was informed that, although many animals and dinosaurs were quite forceful in their daily habits, some were calm unless provoked. Once she was satisfied with the answers, she began to explore the various exhibits in the museum with a group of her classmates. Periodically, the groups were asked to rotate areas so they could see everything that was offered. Jenny couldn't believe she was able to see real dinosaur bones, gigantic ocean animals, and dozens of tiny insects.

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