



Suffix: Morphology Lesson

Description

One of the morphemes we are asked to explore in ELAL 4 is <ish>. This lesson will examine this suffix and its many meanings/uses using *Spork* by Kyo Maclear and Isabelle Arsenault as a text to springboard off of.

Subjects

English Language Arts and Literature

Grades

Grade 4

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Learning Outcome

English Language Arts and Literature - Grade 4

ORGANIZING IDEA

Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.

GUIDING QUESTION

How can building vocabulary and understanding morphology strengthen communication?

LEARNING OUTCOME

Students expand vocabulary and analyze morphemes to communicate in multiple contexts.

KNOWLEDGE

Figurative language includes

- personification
- analogy
- idiom

Personification is when animals or objects are given qualities or abilities that a human can have.

An analogy compares two things that are mostly different but have some things in common.

An idiom is a phrase that

UNDERSTANDING

An extensive and varied vocabulary enhances effective communication in a variety of contexts.

SKILLS & PROCEDURES

Communicate clearly and accurately using precise alternatives for commonly used words.

Record information about words in a variety of ways.

Apply tier 2 words in a variety of literacy contexts.

Use tier 3 words to describe subject content.

Confirm word meanings, spellings, or word choices using a variety of digital or

means something different than the literal meaning of the words within it.

non-digital resources.

Integrate knowledge of word study across multiple literacy contexts.

Use analogies to compare words or clarify word meanings.

Analyze the meanings of words or phrases expressed figuratively.



KNOWLEDGE

Suffixes, including the following, change the meaning of words when added to the ending of a base

- <y>
- <ish>
- <able/ible>
- <ful>
- <ant/ent>

The English language is made up of words derived from many origins, including

- other languages
- technology
- place names
- trademarked products
- social practices



UNDERSTANDING

Morphology involves examining words and parts of words and how they are related to each other to enhance communication.



SKILLS & PROCEDURES

Examine morphemes in words to determine meaning.

Analyze the meaning of affixes and how they influence the meaning of bases.

Predict meanings of unfamiliar words using morphological cues.

Analyze word origins for meaning and spelling.

Lesson Plan

**There is an assumption in this lesson that you have already explored some of these key terms with your students. This is not the first morphology lesson they have encountered.*

- Review key terms with students: morpheme, base/base element, suffix, prefix.
- **morpheme** - smallest unit of language that still holds meaning
- **base/base element** - the primary word building morpheme that gives the word its definition/meaning/sense. Bases can be considered either 'free' (a word on its own) or 'bound' (must be connected to an affix in order to be recognized as a word). Some resources use the word 'root' instead of base or base element. *Depending on where your students are at in their understanding/ word study, they may not be familiar with bound bases at this point.*
- **suffix** - an affix that is added to the right of the base
- **prefix** - an affix that is added to the left of the base

This review could be grounded with this written on the board:

prefix + base + suffix } all types of morphemes

- Read the title of the book 'Spork'. Tell students that <spork> is an example of a portmanteau word. *Portmanteau* was originally a type of suitcase, made of stiff leather and opening into two parts. You may wish to show them an image of one. It is also a type of word that borrows part of one word and part of another word to make a new word.
- Ask: What two words are being joined to make <spork>? <sp> from spoon and <ork> from fork
- After writing each of these on the board, ask students to guess what words were combined to make these portmanteau words:
 - brunch = breakfast and lunch
 - hangry = hungry and angry
 - cosplay = costume and roleplay
 - email = electronic and mail
 - podcast = iPod and broadcast
 - glamping = glamorous and camping

Students can also contribute to this list.

- Read the book. Before the last page you may want to ask them if they know what the messy thing might be.

- Reread the two sentences that feature the suffix we are talking about in this lesson:
 - "He put on a bowler hat to look more spoonish."
 - "Then he made a paper crown to look more forkish."
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- Write <spoonish> and <forkish> on the board. If students are familiar with word sums then you can have them write the word sum on a piece of paper or white board before asking a volunteer to write the word sum on the board. Alternatively, you can write the two word sums on the board for the students:
 - spoon + ish --> spoonish
 - fork + ish --> forkish
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- Ask students what the suffix means or how it is changing the meaning of the base? <ish> in this sense means 'of the nature or character of'
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- Tell the students that you are going to pause there and talk about the other meanings or uses of <ish>:
 - Not every <ish> is a suffix. Sometimes when we see those letters, they are simply letters. They are not a morpheme. Examples of this would include *wish*, *fish*, or *relish*.
 - Sometimes <ish> means 'of the country of'. Examples of this include *Scottish*, *Spanish*, *Polish*, *Finnish*, *Turkish*, *Swedish*, and *Jewish*
 - <ish> exists in some words as a leftover from an Old French verb form. While you might be able to develop a word sum for these words, the <ish> doesn't carry the same meaning or sense as it does in the above example and the sense we are talking about in this lesson. Examples of these words include *abolish*, *establish*, *cherish*, *tarnish*, *punish*, and *finish*.
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- With those out of the way, we can turn back to <ish> meaning 'of the nature or character of'. As you write these on the board, ask students to write the word sums for each word. Alternatively you can ask them: *how is this word built? What is the base?* Students should also know what these words mean. Ask them to give a definition or use it in a sentence. Be sure to discuss any suffixing conventions that occur as you add this vowel suffix.
 - babyish (baby + ish --> babyish)
 - childish (child + ish --> childish)
 - devilish (devil + ish --> devilish)

- sheepish (sheep + ish --> sheepish)
- selfish (self + ish --> selfish)
- peckish (peck + ish --> peckish)
- stylish (style/ + ish --> stylish)
- feverish (fever + ish --> feverish)
- freakishly (freak + ish + ly --> freakishly)
- reddish (red + ish --> reddish)

Extend the Learning

- Post a piece of paper in the room titled 'Portmanteau Words' where students can record examples of these as they read their books or tune into language around them.

Additional Resources

These resources may help you build your understanding of morphology and word study in the classroom:

[Getting Started with Morphology](#)

This lesson was built with information from the [Online Etymology Dictionary](#). This is a great resource for anyone doing word study work. Bookmark it. There is also a Chrome Extension or an phone app that you can download.

Here is video that talks about [word sums](#) and how to read them.