



Saying Suffixes and Endings or Words - Group 3

You're reading with...



the snakes!

Getting Ready - A Broad View of the Landscape Before You Begin



Continue to keep the reading safari exciting and fun by selecting new, appropriate books for your reader to enjoy. Offer constant encouragement and praise for effort, for expression and for a good and interested attitude. In addition to encouraging your safari mate to try and read everything he or she can, one of the very best things you can do for your reader is to read to him or her - constantly. Read everything you can, with every available moment in the course of the day. The seeds sown right now with your young reader will reap a great harvest for him or her in the future.

Proceed with this expedition as you have done with the two previous groups of suffixes and word endings. You are a seasoned, expert Tour Guide. You know how to model the sound, how to cheer for your reader as he or she succeeds, and how to keep the learning fun.

Flash Card Set 28 contains the suffixes and endings shown on the activity list for this expedition. Familiarize your reader with the suffixes and endings by saying the sounds out loud and by asking him or her to repeat after you. Shuffle the flash cards and ask your reader to say the sounds, independently. When all of the flash cards have been mastered and the Funsheets have all been completed, progress to the next expedition. You will soon teach your child to read words with the same suffixes.

Taking a Closer Look - Sample Dialogue to Help Direct Your Course

Tour Guide: "We've come a long way, haven't we?"

Reader: "Yes!"

Tour Guide: "Remember when we were just starting out on our Reading Expedition? You were learning your beginning sounds and your alphabet!"

Reader: "That was a long time ago!"

Tour Guide: "Since then, you've learned so much and have become such a super reader. We have one more group of suffixes and endings to learn and to read. We'll learn these the same way we have learned them before. I'll say the sounds first and you can repeat after me. Then, I'll shuffle the deck and you can read the sounds out loud all by yourself."

Reader: "After that, can I pretend to be the Tour Guide and hold up the cards while you say them?"

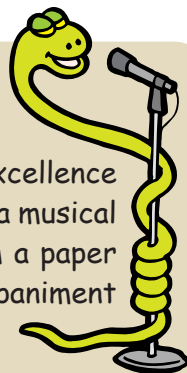


As snakes grow larger, they leave their old skins behind and slither right out of them, showing off the new skin that has grown right underneath the old one. The process is called molting.

More Fun...
for Friends

It's Showtime!

Now that all of the songs in the Expeditions to Excellence reading system have been learned, why not put on a musical performance? Create a pretend microphone from a paper towel roll and warm up that voice! The piano accompaniment CD will play along as you become a star!



What You'll Need to Pack for the Safari



You will need Flash Card Set 28, lots of praise, smiles and kind words.

Results to Achieve During Your Expedition



Your reader will learn to read and say the following suffixes from flash cards: "ful", "ies", "age", "ish", "cious", "ence", "ic", "er".

Jungle Journal	
Accomplished with Excellence	Expedition Activities:
	Reader will learn to say and read the word ending "ful" correctly
	Reader will learn to say and read the word ending "ies" correctly
	Reader will learn to say and read the word ending "age" correctly
	Reader will learn to say and read the word ending "ish" correctly
	Reader will learn to say and read the word ending "cious" correctly
	Reader will learn to say and read the word ending "ence" correctly
	Reader will learn to say and read the word ending "ic" correctly
	Reader will learn to say and read the word ending "er" correctly
	Reader completes Funsheets (instructions to be read by Tour Guide)
	Reader draws a star on the Safari Success Trail, in space number 72 (check off Jungle Journal in the backpack to advance)

Sometimes we add the ending "er" to a word to mean "more". For example,

deep + "er" = deeper (more deep)

weak + "er" = weaker (more weak)



Can you guess the answers to these questions?

Try to think of the word that means "more" of the underlined word.

1. The flowers in the vase were not fresh, so I bought some that were _____.
2. I thought my room was clean, but Dad wanted it _____.
3. The lawn looked green in the spring but _____ in the summer.





The word ending "ies" often replaces a "y" at the end of a word to make it mean more than one (plural). Do you remember "The Plural Song", where we learned that an "s" at the end of a word could make a word mean more than one? Now you know another way to make words plural. Look at the words below. In the left column are words that end in "y". We know that the "y" says the long "e" sound in those words because the words have two syllables. Next to the words on the left are the plural forms of these words. We've made them mean "more than one" by taking out the "y" and adding "ies".

penny → pennies

candy → candies

lily → lilies

copy → copies

body → bodies

army → armies

duty → duties

buddy → buddies

Look how the letters "age" sound like "aj" at the end of a word. Try reading the words below. The underlined portion of the word is pronounced "aj".



luggage

damage

image

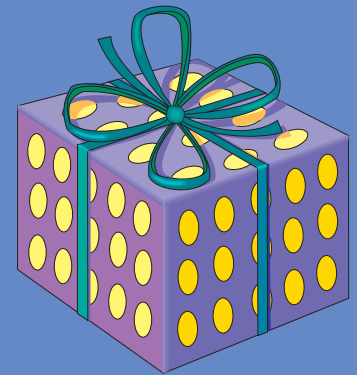
manage

ravage

package

voyage

village



Now, try reading the sentences below. Point to the picture each sentence describes.

They were all happy to leave on the voyage to America.

The photograph showed an image of two girls.

A big bow was tied around the package.

The green luggage was filled with things to wear.

The ending "cious" on the end of a word sounds like "shus". Say the words below with "cious" on the end.



cious → sounds like → **shus**



precious



ferocious



delicious