

Set
52

Mars

Suffixes -est, -ic, -ious, -ous

Lesson Plan

Learning Objectives

Students will identify and read multisyllabic words that include **suffixes -est, -ic, -ious, -ous**.

Students will identify the main idea of a **descriptive text**.

Key Skills

A **suffix** is a part of a word that comes after the root or base and adds to the meaning of the word.

Descriptive text structure gives a detailed description of something to give the reader a mental picture.

Materials and Preparation

- Copy of *Mars* for each student
- Descriptive Text Graphic Organizer
- Reading Observation Form
- Prompting Guide

Find all teacher resources here:



<https://bit.ly/jrr-resources>

password:
[JRRteacher](#)

Phonics Warm Up

(5 minutes)

1. Phonics warm up: Suffixes -est, -ic, -ious, -ous

Say: A suffix is a part of a word that comes after the root or base and adds to the meaning of the word. In this book, we'll be practicing decoding words with the suffixes **-est, -ic, -ious, and -ous**. The suffix **-est** means "most." The suffix **-ic** means "relating to" The suffixes **-ious** and **-ous** both mean "full of."

Say: I am going to say a word. You are going to tell me the suffix and how it gives you a clue about the word's meaning.

closest, smallest, magnetic, robotic, cautious, humorous, hazardous



Mini Lesson

(5 minutes)

1. Text structure

Say: The title of this book is *Mars*. Looking at the cover, what do you think this book will be about? (The planet Mars and why it's red)

Say: The text structure is **descriptive**, which means it gives a detailed description of something to give the reader a mental picture.

Say: Let's look at the table of contents. What do you think you'll learn in this book? (Different facts about the planet Mars, like if there's water)

2. Background knowledge and vocabulary

Say: There are a few vocabulary words in this book that might be new. Let's look at the glossary.

Atmosphere: Layers of gas that surround a planet, dwarf planet, or moon.

Gravity: A force that pulls things toward an object. Hold your pencil out, and drop it on the table! Gravity pulled your pencil to the table.

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Model text reading: Page 14-15

Say: There are many different sections on this page. It can be hard to know which to read first, next, and last.

Say: This page's heading is "Mars' Moons." Put your finger on the heading.

Say: We know that we want to read the main text first, so we learn about the topic before we read text features like captions or text boxes. Put your finger on the text you think we should read first. (Starting with "Two moons")

Say: Put your finger on a text feature that you might read next. (Text box on the left page with the heading "Phobos")

Say: After you read the main text, read the text features on that page, then go to the top of the next page and work your way down.

Independent Reading

(5-10 minutes)

Tell students whether they should whisper or read silently.

While students read, observe and listen. Use the **Prompting Guide** as needed and take notes in the **Reading Observation Form**.

If students get stuck on an unfamiliar word, prompt them to write it on a scrap piece of paper to help them slow down and break it up.

Writing

(5 minutes)

Complete the graphic organizer

Pass out copies of the graphic organizer.

Say: This type of graphic organizer helps us to visualize information in a **descriptive text** and organize our thinking. In the center circle, we write the topic of the book. In the outer circles, we write details about the topic. Let's do one together.

Students work with a partner or independently to complete the graphic organizer.

Review

1. Group discussion

Would you want to visit Mars? Why or why not?

2. Find words in the book that have the suffix -est, -ic, -ious, -ous

Students find a word and put their finger on it. When everyone has found a word, students share the word and explain how the suffix affects the meaning, either to the group or with a partner.

Differentiation

Scan the QR code to open a fun video that reinforces the text structure and key knowledge. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the Teacher Resources for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Everywhere Literacy Packs**, encourage students to read their books in

Set 52 to practice the target skill and gain reading confidence. Students can **scan the QR code** to watch a short lesson about the text.

Share the **Reading Bingo** handout in Teacher Resources for students to have fun reading at home.

