

Sample PhOrM Lesson Overview: Morphological Focus (Early Years)

Suggested grade: Year 2

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FOCUS ON MORPHOLOGY	CoSTEY code: M3 Encoding inflected suffix: -est												
Focus text <i>Things That Are Most in the World</i> , By Judi Barrett (Alladin Paperbacks)													
Learning intentions and success criteria Identify and understand how to write words ending with the suffix, -est I know how to ... <ul style="list-style-type: none">✓ add -est to the end of base words ending in e.✓ add -est to the end of CVC base words.✓ add -est to the end of base words ending in y.													
Word list to support learning <u>Words from literary text:</u> wiggly, silly, quiet, prickly, hot, odd, long, jumpy, smelly, sticky, heavy, high <u>Other words for teaching rules:</u> fine, safe, brave, fit, big, thin, dirty, easy, funny													
Explicit teaching <ul style="list-style-type: none">▪ Read the text aloud. Pause at each -est suffixed word and ask students to look at how the author uses the suffix. Tell students that this suffix means ‘most’.▪ Introduce the metalanguage: base word and suffix. Explain that the suffix, -est, can be added to the end of a base word to express the highest level of quality.▪ Using pre-prepared palm cards comprising the base words (one for each rule), model adding the superlative suffix. Pose the following question: <i>What happens to the base words when the suffix -est is added?</i> Discuss three common rules for using this suffix.													
<table border="1"><thead><tr><th>Rules</th><th>Base Word</th><th>Base word + Superlative suffix</th></tr></thead><tbody><tr><td>1</td><td>safe</td><td>safest</td></tr><tr><td>2</td><td>hot</td><td>hottest</td></tr><tr><td>3</td><td>wiggly</td><td>wiggliest</td></tr></tbody></table>		Rules	Base Word	Base word + Superlative suffix	1	safe	safest	2	hot	hottest	3	wiggly	wiggliest
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Structured guided practice <ul style="list-style-type: none">▪ Group 1: Students focus on Rule 1 by adding the superlative suffix to the relevant base words.▪ Group 2: Students focus on Rules 1, 2 and 3 by adding the superlative suffix to the base words. Student may also play Tic Tac Toe with a partner (using two rules for the -est suffixed words).													
Independent Using the final page of the literary text, <i>‘Things That Are the Most in the World’</i> , students create and share their own response/s to the prompt, using the words from the shared episode: <i>The _____est thing in the world is _____.</i>													
Further consolidation Using a different literary text (e.g., a text used for structured guided practice) students search for words containing the superlative suffix, -est or words that could have -est added to them (adverbs or adjectives). Students write each word including the sentence they found them in. Then, students may write their own sentences using the suffixed words.													

Please reference as follows:

Daffern, T (2020). Sample PhOrM Lesson Overview: Morphological Focus (Early Years).

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