



Phonics Classroom Activity

Decodable Readers—Set 5

Overview

This set builds on students' understanding of base words, syllables, and common phonics patterns. Readers explore how prefixes and suffixes change the meaning and function of words while practicing decoding in connected texts. By learning to spot un-, re-, dis-, -ful, and -less as meaningful word parts, students can break longer words into manageable chunks and use meaning to support decoding. Each story in this set gives students repeated practice reading these patterns in context, building both word recognition and comprehension as they go.

Why This Set Matters

As students move through second and third grade, they encounter increasingly complex vocabulary in both fiction and informational texts. Understanding prefixes and suffixes helps readers break apart unfamiliar words, determine meaning, and read more efficiently. These word-analysis skills support stronger comprehension, vocabulary development, and confidence when tackling challenging texts.

Focus: Prefixes and Suffixes

Target Letters and Patterns:

- Prefixes: un-, re-, dis-
- Suffixes: -ful, -less

Grade Range: 2–3

Goal: Help readers recognize and decode common prefixes and suffixes, understand how they change word meanings, and apply these skills to read longer, more complex words with greater fluency and comprehension.

Materials Needed

- Printed decodable readers
- Pencils or crayons
- Highlighters or colored pencils
- Optional: reading journal, sticky notes

Instructions

1. **Introduce the Focus Pattern(s):** Write the prefix or suffix on the board or whiteboard and explain what it means. Read a few sample words together and ask students what changes when the word part is added.

2. **Model a First Read:** Use partner reading, echo reading, or choral reading. Pause to identify target word parts and discuss how they help readers understand unfamiliar words.
3. **Independent or Take-Home Reading:** Allow students time to reread independently or with a caregiver. Encourage students to identify and discuss words containing the focus pattern.
4. **Optional Response Activity:** Ask students to circle all the words in the story that contain the target pattern, then choose one and write a new sentence using it.

Tips for Differentiation

- Before reading, build two or three target words in front of students by writing the base word first, then adding the prefix or suffix so they can see how the word is constructed.
- For students who need support, highlight the prefix or suffix in each target word before they begin reading so they can focus on decoding the base word first.
- For students who are ready to go further, ask them to generate their own words using the target pattern and sort them by meaning (for example, words that mean “without something” vs. words that mean “full of something”).
- Encourage students to keep a running list of words they find with each pattern across the school day, not just during reading time.

During Reading Questions

- Can you spot the prefix or suffix in that word? If you cover it up, can you read the base word underneath?
- What does that word mean? Does knowing the prefix or suffix help you figure it out?
- What is happening in the story right now? Can you tell me in one sentence?
- That word has a prefix or suffix we have seen before. Can you remember another word that uses the same one?
- Can you reread that sentence a little smoother? Try it again and see if it sounds more like talking

Wrap-Up Questions

- What word part did you notice in today’s story? What does it mean?
- Can you find two words in the story that use the same pattern? Do they have anything in common?
- If you took the prefix or suffix away, what would the word mean? How does adding it change the meaning?
- What was your favorite part of the story?

Each foldable reader focuses on a common prefix or suffix pattern while incorporating additional affixed words throughout the story. Readers provide opportunities to decode longer words, build vocabulary, and strengthen comprehension through engaging narratives and character dialogue.

Reader 1: The Unusual Field Trip

Focus Pattern: un-

Examples: unusual, unhappy, untied, unpacked

The class arrived at an unusual science museum. "I'm unhappy that my backpack came untied," said Ben.

His teacher helped him fix the straps. Then Ben unpacked his notebook and pencil.

Soon the students were exploring exhibits. "It turned into an unforgettable day!" Ben said.

Reader 2: The Recycling Challenge

Focus Pattern: re-

Examples: recycle, rebuild, repaint, reread

Maya's team entered the school recycling challenge. "We can reuse these boxes," Maya suggested.

The students worked together to rebuild a model city. Afterward, they decided to repaint several buildings.

Before presenting, Maya reread her notes. The judges were impressed with their project.

Reader 3: The Disappearing Clue

Focus Pattern: dis-

Examples: disappear, discover, disagree, disconnect

A clue seemed to disappear during the treasure hunt. "I know I left it here," said Ava. "I disagree," replied Kate. "Let's search again." The friends carefully checked each station.

Soon they discovered the missing clue. It had slipped behind a disconnected sign.

Reader 4: The Helpful Guide

Focus Pattern: -ful

Examples: helpful, cheerful, thoughtful, thankful

A cheerful guide welcomed visitors to the nature center. She shared helpful tips about the trails.

When a student dropped a map, the guide returned it. "That was thoughtful of you," the student said.

The class felt thankful for her help. Everyone learned something new that day.

Reader 5: The Careless Explorer

Focus Pattern: -less

Examples: careless, fearless, restless, hopeless

Kai felt restless while waiting for the hike to begin. He rushed ahead and made a careless mistake.

"You'll miss the trail markers," warned his friend. For a moment, Kai felt hopeless.

A fearless park ranger showed him the correct path. Kai slowed down and enjoyed the adventure.

Reader 6: The Unforgettable Clean-Up

Focus Pattern: un-, re-, dis-, -ful, -less

Examples: unhappy, rethink, disappear, helpful, careless

The park looked messy, leaving the kids unhappy. "Let's rethink our plan and clean it up," suggested Leo.

Soon, unwanted trash began to disappear into bags. The helpful team worked fast to restore the green grass.

When they finished, the park was spotless. "Working together turned this into an unforgettable day!" Leo smiled.



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The Unforgettable Clean-Up