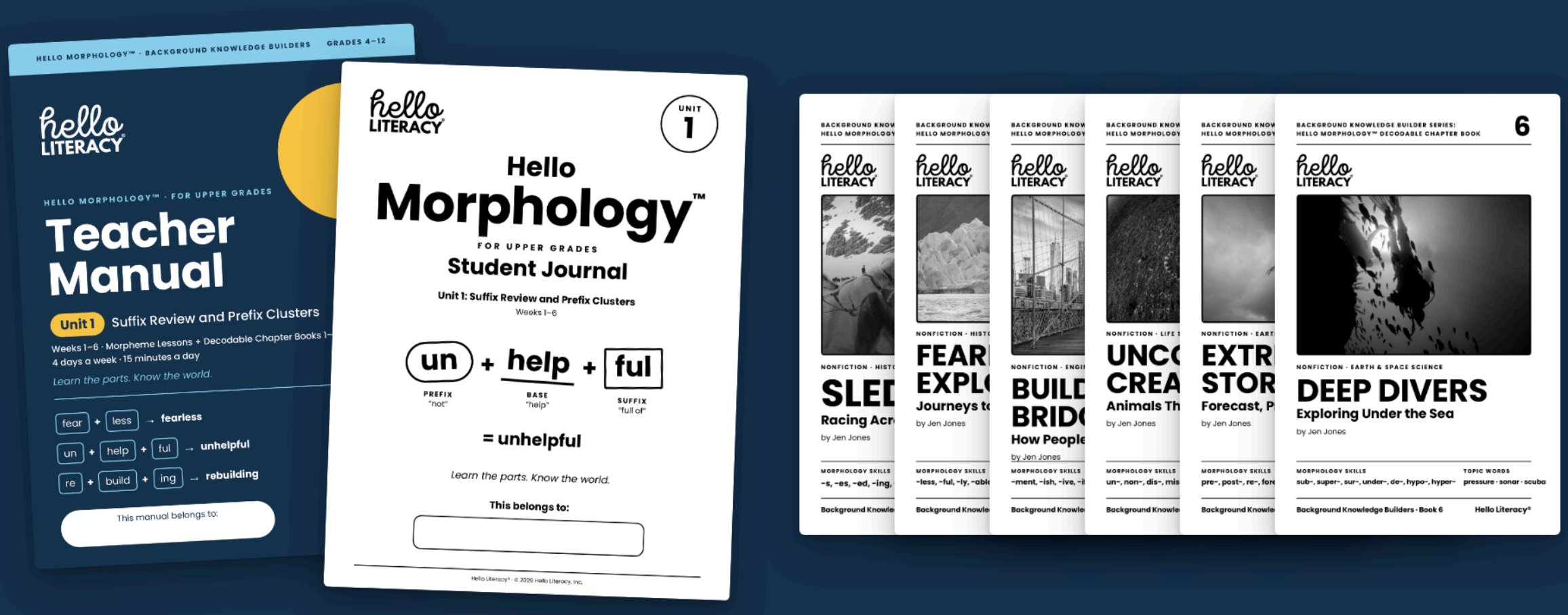
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Hello Morphology™

Unit 1: Weeks 1–6

Suffix Review and Prefix Clusters · For Upper Grades



Product Preview

A look inside Unit 1. Sample pages carry a light preview mark.

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The bridge from decoding to vocabulary, comprehension and knowledge.

Hello Morphology™ for Upper Grades is one 15-minute routine that ties explicit morphology to nonfiction decodable chapter books, so older students who still need decoding support read real, knowledge-rich books.

20 years
of Hello Literacy® products in classrooms

138
countries

154,623
unique educators

Created by Jen Jones, founder of Hello Literacy®, Inc., the team behind Hello Phonics® and Hello Decodables®. Written by a teacher, fact-checked, and piloted by classroom teachers.

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Unit 1 · Weeks 1–6

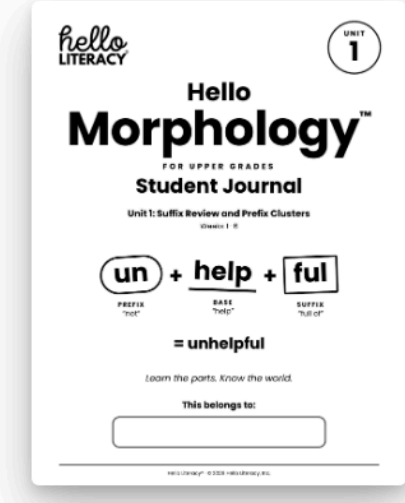
What's Included

Everything you need to teach Weeks 1–6, as printable PDFs



Teacher Manual

105 pages + binder spines



Student Journal

Covers and fill-in pages · 110 pages



6 Decodable Chapter Books

Black and white, print double-sided
with printing directions



Teacher Morpheme Cards

One color card for every new word part

Plus Student Word Lists, morphology and reading assessments, and optional comprehension pages

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Unit 1 · Weeks 1–6

Built for Upper Grades

Grades 4–6
Core word study, whole group

Grades 7–12
Intervention and small group

15 minutes
A day, 4 days a week

UNIT 1 SCOPE: SUFFIX REVIEW AND PREFIX CLUSTERS

WEEK	WORD PARTS	BOOK
1	-s, -es, -ed, -ing, -er	Sled Dogs
2	-less, -ful, -ly, -able, -ible, -est	Fearless Explorers
3	-ment, -ish, -ive, -ify, -ty, -en	Building Bridges
4	un-, non-, dis-, mis-, a-, an-	Uncommon Creatures
5	pre-, post-, re-, fore-	Extreme Storms
6	sub-, super-, sur-, under-, de-, hypo-, hyper-	Deep Divers

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HELLO MORPHOLOGY™ · FOR UPPER GRADES

Teacher Manual

Unit 1 Suffix Review and Prefix Clusters

Weeks 1–6 · Morpheme Lessons + Decodable Chapter Books 1–6
4 days a week · 15 minutes a day

In This Unit

WEEK	MORPHEMES	CHAPTER BOOK TITLE
1	-s, -es, -ed, -ing, -er	Sled Dogs: Racing Across Alaska
2	-less, -ful, -ly, -able, -ible, -est	Fearless Explorers
3	-ment, -ish, -ive, -ify, -ty, -en	Building Bridges
4	un-, non-, dis-, mis-, a-, an-	Uncommon Creatures
5	pre-, post-, re-, fore-	Extreme Storms
6	sub-, super-, sur-, under-, de-, hypo-, hyper-	Deep Divers: Exploring Under the Sea

Teacher: _____

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PREVIEW

TEACHER MANUAL

How Each Week Works

Every week follows the same pattern. Only the word parts, the book, and the passage change.

The Rhythm of the Week

DAY 1
Meet the Morphemes
Learn the week's word parts with the poster and cards.

DAY 2
Build Words
Build and take apart words from one base.

DAY 3
Read the Book
Use the word parts while reading the decodable chapter book.

DAY 4
Passage & Use It
Read a new passage, write with the words, take a quick check.

Word parts first, then reading. Days 1 and 2 give students the parts they need, so save the book for Day 3. Each day is about 15 minutes; the optional comprehension pages take extra time.

Your Teacher Pages Each Week

Page	Use it when…
Quick Start (1 page)	**You're short on time.** Teach the whole week from this one page: prep list, daily steps with minutes, and student pages.
Week Overview (2 pages)	**You're planning ahead.** Why these word parts matter, language to use, what to watch for, and the optional comprehension pages.
Teacher Cards (separate file)	**You're introducing a word part.** All color teacher cards are in one file, *Teacher Morpheme Cards*. Print only this week's pages, cut each sheet in half, and hold up one card per word part.
Day 1–4 Lessons (4 pages)	**You want the full lesson.** Do, Say, and Students steps with timing, answers, and support ideas.
Sample Completed Pages (2 pages)	**You want to see finished work.** Every journal page filled in, at quarter size.
Comprehension Keys (2 pages)	**You're checking answers** on the optional comprehension pages and the book's Discussion Questions.

Student Journal Pages Each Week

Poster(s) · Day 1 Morpheme Map · Day 2 Word Matrix and Word Family · Day 3 Word Hunt · Day 4 Passage and Use It · optional Comprehension Pages at the end. Student Word Lists are a separate file for each unit.

The Book Each Week

A **black-and-white copy-machine book**. Printing and folding directions are in the Week 1 teacher pages, right before Day 3.

The Word-Part Code

Prefix: circle it (re) · blue cards **Base / root:** read it · green cards **Suffix:** box it [ing] · red cards

"Box the suffix. Circle the prefix. Read the base. Stuck? Find the vowels to find the syllables. Now put it all back together."

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TEACHER MANUAL · WEEK 1

Week 1 Quick Start

Week 1

Short on time? Start here. Everything you need to teach this week on one page. 4 days · 15 minutes a day.

Get Ready (before Day 1)

☐ Copy the Week 1 Student Journal Pages for each student.

☐ Copy the book *Sled Dogs* (B&W) for Day 3, or have color copies.

☐ Hang the Week 1 and -ed posters, or plan to build the anchor chart on Day 1.

☐ Print this week's teacher cards (Teacher Morpheme Cards file, pp. 3–5) and cut them apart.

☐ Highlighters in 3–5 colors, a whiteboard, and markers.

This Week

Suffixes: -s, -es (more than one) · -ed (in the past) · -ing (happening now) · -er (more)

Base: race

Book: *Sled Dogs: Racing Across Alaska*

Passage: *The Race to Nome*

Day	Do this (about 15 minutes)	Student pages
1 **Meet the Morphemes**	1. Teach **base** and **suffix** (2 min). 2. Introduce each suffix with the poster and morpheme cards. Read the -ed sentence: rented, jumped, sailed (5 min). 3. Model word sums: dog + s → dogs. Box the suffix, read the base (4 min). 4. "Is it a suffix?" Partners sort 10 words (4 min).	Word cards · Morpheme Map
2 **Build Words**	1. Quick review: read each suffix and its meaning (2 min). 2. Build words from **race** on the matrix. Drop the e: race + ing → racing (5 min). 3. Write word sums with each word's meaning (4 min). 4. Fill the race word family web (4 min).	Word Matrix · Word Family
3 **Read the Book**	1. Preview *Sled Dogs*: cover, chapters, sequence words (2 min). 2. 2-minute word hunt for suffix words (3 min). 3. Read **one chapter**, chorally or with partners (7 min). 4. Retell in order: First, Next, Then, Last (3 min).	Word Hunt & Sequence
4 **Passage & Use It**	1. Read *The Race to Nome* together. Highlight suffix words, one color per suffix, then box the suffix (5 min). 2. Fill It In, Write It, then the quick check (9 min). 3. Reflect: circle 1, 2, or 3 (1 min).	Passage · Use It

Say It Every Day

"Box the suffix. Circle the prefix. Read the base. Stuck? Find the vowels to find the syllables. Now put it all back together."

Good to Know

✓ The book comes on **Day 3**, after students know the suffixes. Excited to start early? Preview the cover on Day 1, and save the reading for Day 3.

✓ Running long? Finish a step the next day.

✓ Optional comprehension pages are at the end of the journal. Use them anytime.

Full lessons with **Say** lines, answers, and sample pages: Week 1 Overview and the Day 1–4 pages.

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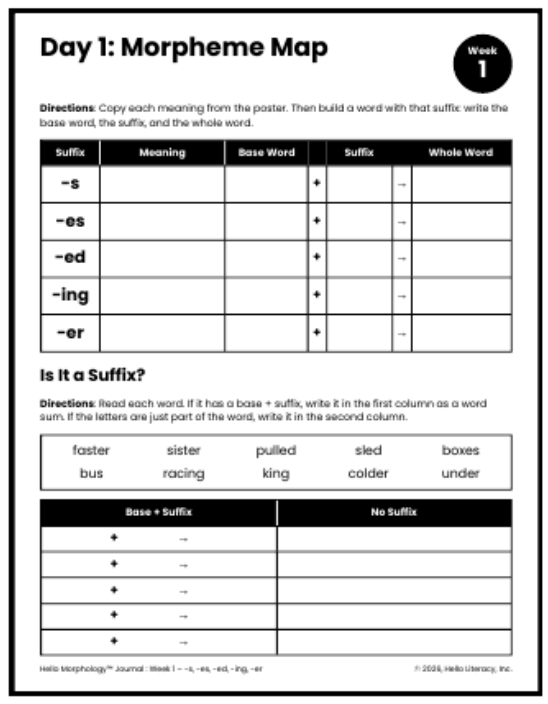
PREVIEW

TEACHER MANUAL · WEEK 1

Day 1: Meet the Morphemes

Day 1

Goal: Students name each suffix and its meaning, write word sums, and tell a real suffix from look-alike letters.



Day 1: Morpheme Map

Week 1

Directions: Copy each meaning from the poster. Then build a word with that suffix: write the base word, the suffix, and the whole word.

Suffix	Meaning	Base Word		Suffix		Whole Word
-s			+		→	
-es			+		→	
-ed			+		→	
-ing			+		→	
-er			+		→	

Is It a Suffix?

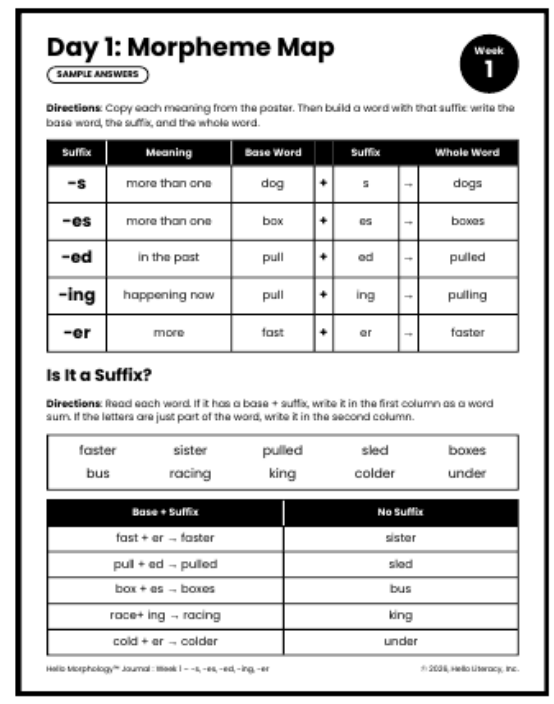
Directions: Read each word. If it has a base + suffix, write it in the first column as a word sum. If the letters are just part of the word, write it in the second column.

faster	sister	pulled	sled	boxes
bus	racing	king	colder	under

Base + Suffix		No Suffix
+	→	
+	→	
+	→	
+	→	
+	→	

Hello Morphology™ Journal : Week 1 – -s, -es, -ed, -ing, -er © 2026, Hello Literacy, Inc.

Student Page



Day 1: Morpheme Map

SAMPLE ANSWERS

Week 1

Directions: Copy each meaning from the poster. Then build a word with that suffix: write the base word, the suffix, and the whole word.

Suffix	Meaning	Base Word		Suffix		Whole Word
-s	more than one	dog	+	s	→	dogs
-es	more than one	box	+	es	→	boxes
-ed	in the past	pull	+	ed	→	pulled
-ing	happening now	pull	+	ing	→	pulling
-er	more	fast	+	er	→	faster

Is It a Suffix?

Directions: Read each word. If it has a base + suffix, write it in the first column as a word sum. If the letters are just part of the word, write it in the second column.

faster	sister	pulled	sled	boxes
bus	racing	king	colder	under

Base + Suffix	No Suffix
fast + er → faster	sister
pul + ed → pulled	sled
box + es → boxes	bus
race+ ing → racing	king
cold + er → colder	under

Hello Morphology™ Journal : Week 1 – -s, -es, -ed, -ing, -er © 2026, Hello Literacy, Inc.

Sample Completed Page

Materials

- ✓ Week 1 poster (or chart paper to build it) + Finding the Meaning poster
- ✓ Teacher Morpheme Cards, pp. 3–5; -ed poster and word cards (journal)
- ✓ Journal: Day 1 Morpheme Map
- ✓ Whiteboard and marker

Answers

Suffix: faster, pulled, boxes, racing, colder

No suffix: sister, sled, bus, king, under

Quick Test for a Suffix

Cover the letters. Is a real base left that keeps the meaning? **sister** → "sist"? No. **colder** → "cold"? Yes.

1 · Warm-Up 2 min	**Do:** Write **base** and **suffix** on the board. **Say:** "A base holds the main meaning of a word. A suffix is a part we add to the end of a base. It changes the meaning or how we use the word." **Students:** Repeat each term and give a word they think has a suffix.
2 · Introduce 5 min	**Do:** Point to each box on the poster. **Or build it together:** draw the suffix boxes on chart paper, write each suffix and meaning as you introduce it, and add students' example words. **Say:** "This week's suffixes are -s, -es, -ed, -ing, and -er. Read each one with me, then its meaning." Note: -es comes after s, x, z, ch, sh; -ed has three sounds: read the **Three Sounds of -ed** poster sentence together (rented /id/, jumped /t/, sailed /d/). The spelling is always -ed. **Students:** Echo-read; write each meaning in the Meaning column.
3 · Model Word Sums 4 min	**Do:** Write dog + s → dogs. Box the suffix, read the base, then put it all back together. Repeat with box + es, pull + ed, pull + ing, fast + er. **Say:** "I see the base *dog*. I see the suffix -s. -s means more than one, so *dogs* means more than one dog." **Criss-cross it:** Say the suffix meaning first, then the base: *faster* = more + fast → "more fast." Point to the Finding the Meaning poster. **Students:** Write each sum across the row: Base Word + Suffix → Whole Word.
4 · Is It a Suffix? 4 min	**Do:** Model *sister* and *colder* with the quick test above. **Say:** "Letters at the end of a word are not always a suffix. Cover them. If a real base is left, it's a suffix." **Students:** Sort the 10 words with a partner; write sums for the suffix words. Share 2 answers.

If students struggle: Work only with -s and -ed first, then add the others. **For a challenge:** Find suffix words in a book they are reading now.

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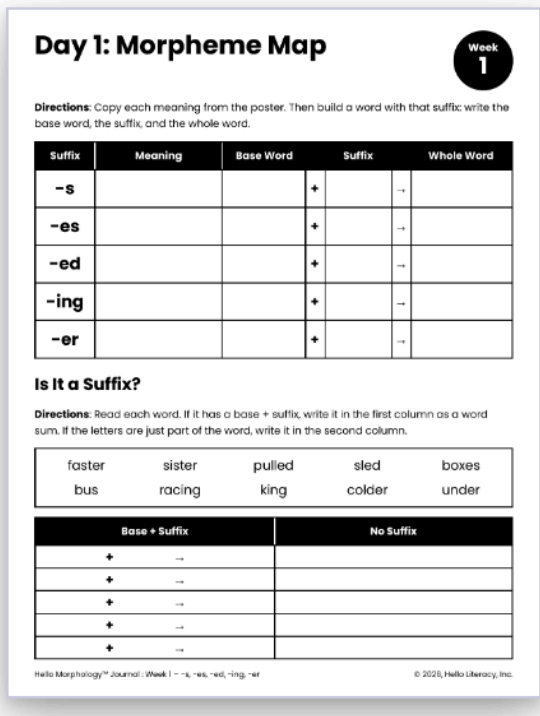
Unit 1 · Weeks 1–6

One Routine. 15 Minutes a Day.

4 days a week, same steps every week. Only the word parts change.

Day 1

Meet the Morphemes



Day 1: Morpheme Map — Week 1

Directions: Copy each meaning from the poster. Then build a word with that suffix: write the base word, the suffix, and the whole word.

Suffix	Meaning	Base Word		Suffix		Whole Word
-s			+		→	
-es			+		→	
-ed			+		→	
-ing			+		→	
-er			+		→	

Is It a Suffix?

Directions: Read each word. If it has a base + suffix, write it in the first column as a word sum. If the letters are just part of the word, write it in the second column.

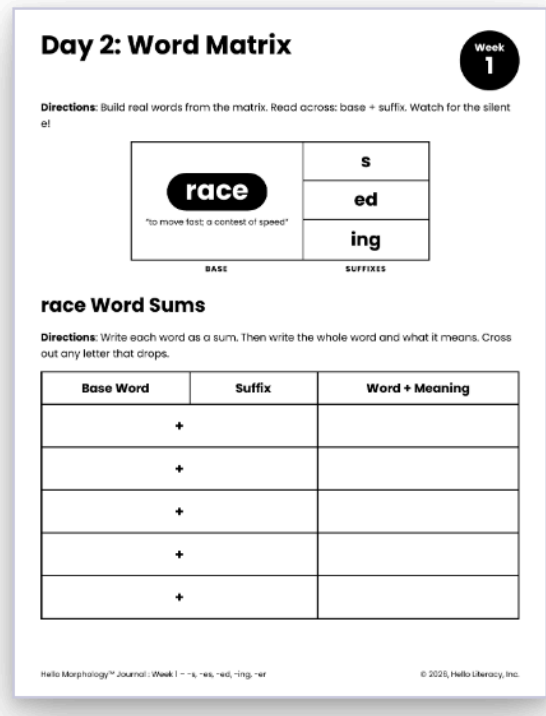
faster	sister	pulled	sled	boxes
bus	racing	king	colder	under

Base + Suffix	No Suffix
+ →	
+ →	
+ →	
+ →	
+ →	

Hello Morphology™ Journal · Week 1 – -s, -es, -ed, -ing, -er © 2026, Hello Literacy, Inc.

Day 2

Build Words



Day 2: Word Matrix — Week 1

Directions: Build real words from the matrix. Read across: base + suffix. Watch for the silent e!

BASE	SUFFIXES
race ("to move fast; a contest of speed")	s
	ed
	ing

race Word Sums

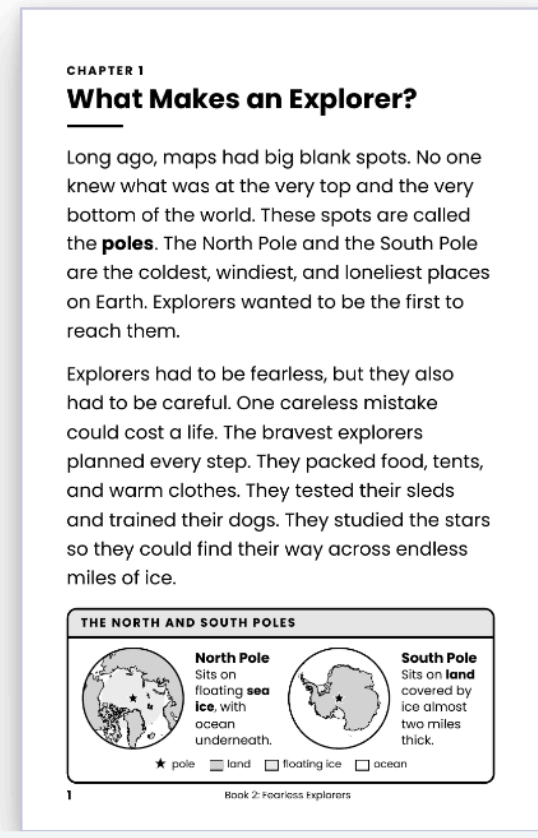
Directions: Write each word as a sum. Then write the whole word and what it means. Cross out any letter that drops.

Base Word	Suffix	Word + Meaning
+		
+		
+		
+		
+		

Hello Morphology™ Journal · Week 1 – -s, -es, -ed, -ing, -er © 2026, Hello Literacy, Inc.

Day 3

Read the Book



CHAPTER 1

What Makes an Explorer?

Long ago, maps had big blank spots. No one knew what was at the very top and the very bottom of the world. These spots are called the **poles**. The North Pole and the South Pole are the coldest, windiest, and loneliest places on Earth. Explorers wanted to be the first to reach them.

Explorers had to be fearless, but they also had to be careful. One careless mistake could cost a life. The bravest explorers planned every step. They packed food, tents, and warm clothes. They tested their sleds and trained their dogs. They studied the stars so they could find their way across endless miles of ice.

THE NORTH AND SOUTH POLES

North Pole Sits on floating **sea ice**, with ocean underneath.

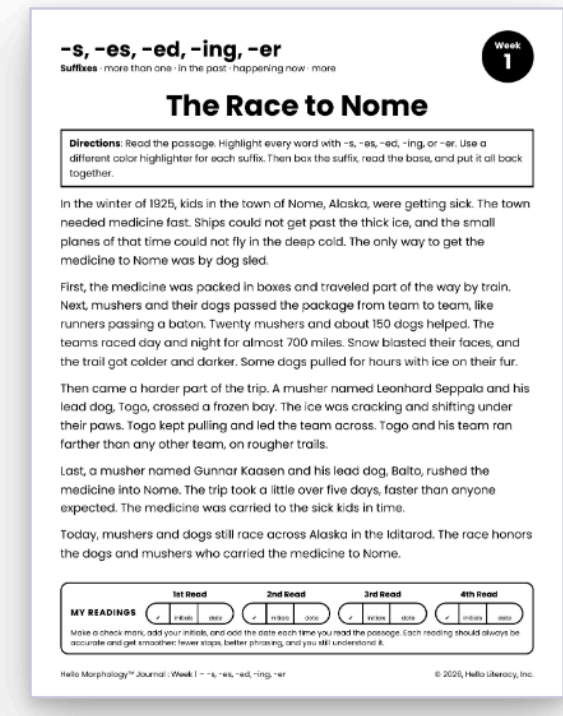
South Pole Sits on **land** covered by ice almost two miles thick.

★ pole land floating ice ocean

1 Book 2: Fearless Explorers

Day 4

Passage + Use It



-s, -es, -ed, -ing, -er — Week 1

Suffixes · more than one · in the past · happening now · more

The Race to Nome

Directions: Read the passage. Highlight every word with -s, -es, -ed, -ing, or -er. Use a different color highlighter for each suffix. Then box the suffix, read the base, and put it all back together.

In the winter of 1925, kids in the town of Nome, Alaska, were getting sick. The town needed medicine fast. Ships could not get past the thick ice, and the small planes of that time could not fly in the deep cold. The only way to get the medicine to Nome was by dog sled.

First, the medicine was packed in boxes and traveled part of the way by train. Next, mushers and their dogs passed the package from team to team, like runners passing a baton. Twenty mushers and about 150 dogs helped. The teams raced day and night for almost 700 miles. Snow blasted their faces, and the trail got colder and darker. Some dogs pulled for hours with ice on their fur.

Then came a harder part of the trip. A musher named Leonhard Seppala and his lead dog, Togo, crossed a frozen bay. The ice was cracking and shifting under their paws. Togo kept pulling and led the team across. Togo and his team ran farther than any other team, on rougher trails.

Last, a musher named Gunnar Kaasen and his lead dog, Balto, rushed the medicine into Nome. The trip took a little over five days, faster than anyone expected. The medicine was carried to the sick kids in time.

Today, mushers and dogs still race across Alaska in the Iditarod. The race honors the dogs and mushers who carried the medicine to Nome.

MY READINGS — 1st Read · 2nd Read · 3rd Read · 4th Read (✓ · initials · date)

Make a check mark, add your initials, and add the date each time you read the passage. Each reading should always be accurate and get smoother: fewer stops, better phrasing, and you still understand it.

Hello Morphology™ Journal · Week 1 – -s, -es, -ed, -ing, -er © 2026, Hello Literacy, Inc.

THE WORD-PART CODE STUDENTS USE ALL YEAR

Box the suffix → Circle the prefix → Read the base → Put it back together

STUDENT JOURNAL SAMPLE PAGES Posters, Day 1–4 pages, and the passage

POSTER

Say It Right

Some suffixes look like words, but we say them softly.

"The fear less hiker was care ful on the cold est, most remark able peak."

SUFFIX	LOOKS LIKE THE WORD	BUT SOUNDS LIKE	IN A WORD	SAY IT
-less	less	/lis/	care**less**	CARE-lis
-ful	full	/fuhl/	help**ful**	HELP-fuhl
-able	able	/uh-bul/	wash**able**	WASH-uh-bul
-ible	–	/uh-bul/	sens**ible**	SEN-suh-bul
-est	–	/ist/	cold**est**	COLD-ist
-ly	–	/lee/	slow**ly**	SLOW-lee

THE BASE GETS THE BEAT
Say the base strong.
Say the suffix soft.
The suffix is never the loud part, so its vowel relaxes to a quick /uh/ or /i/: **CARE**-lis, not care-LESS.

SPELLING RULE
Say it soft.
Spell it the same.
We say /lis/ but spell **-less**. We say /uh-bul/ but spell **-able** or **-ible**. And **-ful** has only one **l**.

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Week 1 Suffixes

Week 1

A suffix goes at the end of a base and changes its meaning or how it is used.

-s, -es — more than one

dog + s → **dogs**
box + es → **boxes**
musher + s → **mushers**

Add **-es** after s, x, z, ch, and sh.

-ed — in the past

pull + ed → **pulled**
race + ed → **raced**
stop + ed → **stopped**

-ed says /t/ jumped, /d/ pulled, or /id/ landed.

-ing — happening now

pull + ing → **pulling**
race + ing → **racing**
run + ing → **running**

-ing shows an action that keeps going.

-er — more (comparing)

fast + er → **faster**
cold + er → **colder**
big + er → **bigger**

-er also means "one who" (Week 11).

When the Base Changes

Drop the e
Base ends in silent e and the suffix starts with a vowel.
race + ing → **racing**

Double it
One vowel, one final consonant, and a vowel suffix.
stop + ed → **stopped**

Change y to i
Consonant + y, then add any suffix except -ing.
carry + ed → **carried**

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Day 1: Morpheme Map

Week 1

Directions: Copy each meaning from the poster. Then build a word with that suffix: write the base word, the suffix, and the whole word.

Suffix	Meaning	Base Word		Suffix		Whole Word
-s			+		→	
-es			+		→	
-ed			+		→	
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Is It a Suffix?

Directions: Read each word. If it has a base + suffix, write it in the first column as a word sum. If the letters are just part of the word, write it in the second column.

faster	sister	pulled	sled	boxes
bus	racing	king	colder	under

Base + Suffix	No Suffix
+ →	
+ →	
+ →	
+ →	
+ →	

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Day 2: Word Matrix

Week 1

Directions: Build real words from the matrix. Read across: base + suffix. Watch for the silent e!

BASE	SUFFIXES
race "to move fast; a contest of speed"	**s**
	ed
	ing

race Word Sums

Directions: Write each word as a sum. Then write the whole word and what it means. Cross out any letter that drops.

Base Word	Suffix	Word + Meaning
+		
+		
+		
+		
+		

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-s, -es, -ed, -ing, -er

Suffixes · more than one · in the past · happening now · more

Week 1

The Race to Nome

Directions: Read the passage. Highlight every word with -s, -es, -ed, -ing, or -er. Use a different color highlighter for each suffix. Then box the suffix, read the base, and put it all back together.

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MY READINGS	1st Read	2nd Read	3rd Read	4th Read
✓ initials date	✓	✓	✓	✓

Make a check mark, add your initials, and add the date each time you read the passage. Each reading should always be accurate and get smoother: fewer stops, better phrasing, and you still understand it.

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Day 4: Use It

Week 1

Fill It In

Directions: Write the word from the bank that fits. Read the sentence to check it.

boxes **colder** **raced** **pulling**

1. The medicine was packed in _____.
2. The trail got _____ and darker.
3. The teams _____ day and night.
4. Togo kept _____ on the cracking ice.

Write It

Directions: Write one sentence about the passage. Use two focus words and box the suffixes.

Quick Check

1. Break it apart: **carried** = ____ + ____
2. What does **-ing** mean? ____
3. Build a word: **dark + er** → ____
4. Box the suffix in the word that has one: **sister** **faster**
5. Use the word parts to tell what **colder** means. ____

Reflect

How well can I use this week's suffixes? Circle one. **1** learning **2** almost **3** got it

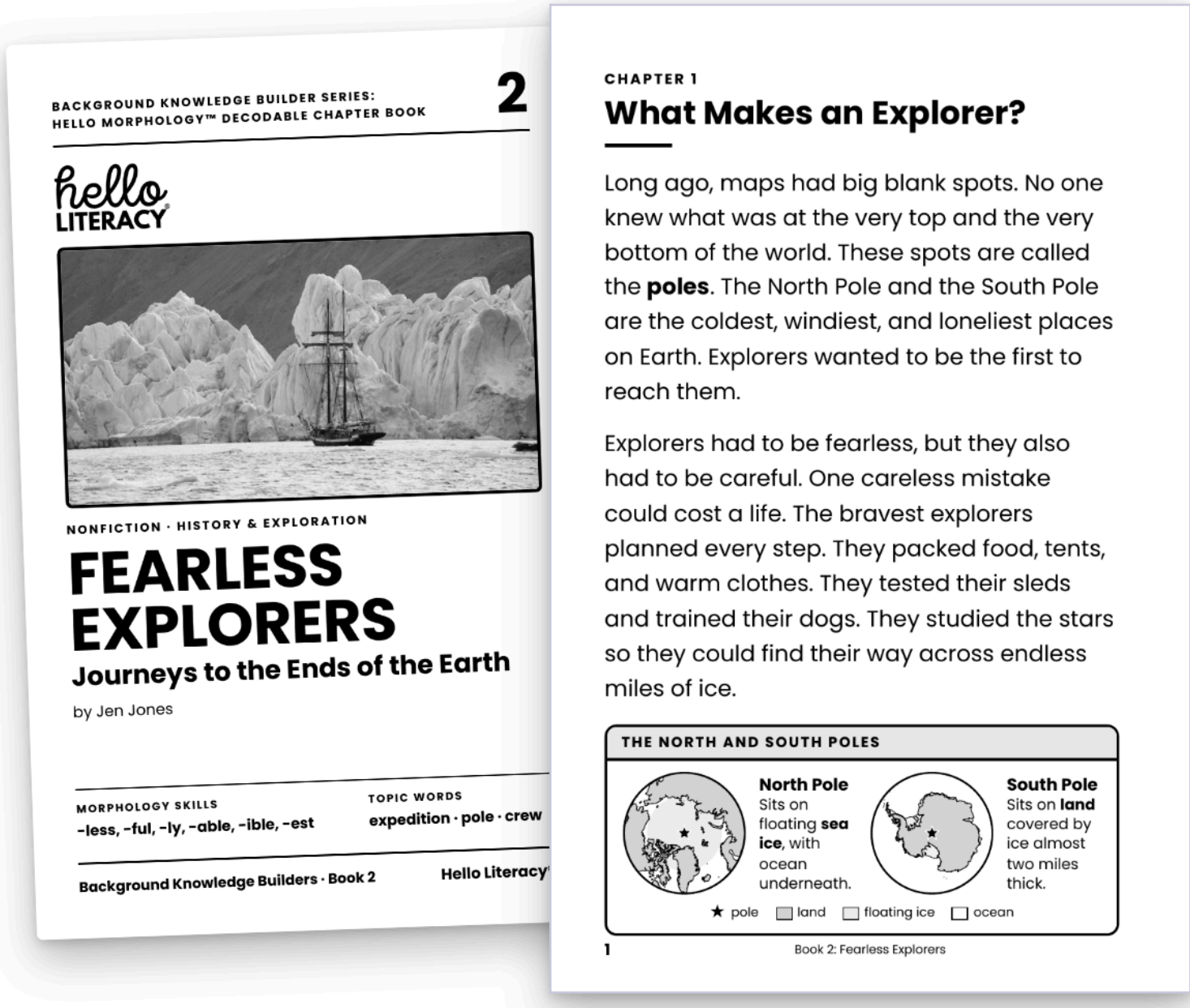
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Unit 1 · Weeks 1–6

6 Nonfiction Decodable Chapter Books

Real topics, real chapters. Students read the week's morphemes in context and build background knowledge.


BACKGROUND KNOWLEDGE BUILDER SERIES:
HELLO MORPHOLOGY™ DECODABLE CHAPTER BOOK

2

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NONFICTION · HISTORY & EXPLORATION

FEARLESS EXPLORERS

Journeys to the Ends of the Earth

by Jen Jones

MORPHOLOGY SKILLS
-less, -ful, -ly, -able, -ible, -est

TOPIC WORDS
expedition · pole · crew

Background Knowledge Builders · Book 2

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CHAPTER 1

What Makes an Explorer?

Long ago, maps had big blank spots. No one knew what was at the very top and the very bottom of the world. These spots are called the **poles**. The North Pole and the South Pole are the coldest, windiest, and loneliest places on Earth. Explorers wanted to be the first to reach them.

Explorers had to be fearless, but they also had to be careful. One careless mistake could cost a life. The bravest explorers planned every step. They packed food, tents, and warm clothes. They tested their sleds and trained their dogs. They studied the stars so they could find their way across endless miles of ice.

THE NORTH AND SOUTH POLES

North Pole Sits on floating **sea ice**, with ocean underneath.

South Pole Sits on **land** covered by ice almost two miles thick.

★ pole ▭ land ▭ floating ice ▭ ocean

1 Book 2: Fearless Explorers

BOOKS IN THIS UNIT

1. Sled Dogs
2. Fearless Explorers
3. Building Bridges
4. Uncommon Creatures
5. Extreme Storms
6. Deep Divers

Every book prints double-sided on a copy machine and folds into a booklet.

DECODABLE CHAPTER BOOK

Book 2: inside cover, chapters, glossary

Fearless Explorers: Journeys to the Ends of the Earth
Background Knowledge Builders: Book 2 · Word Count: 948 · Sequence · History

MORPHOLOGY FOCUS: SUFFIXES

-less	without	fearless, hopeless
-ful	full of	careful, hopeful
-ly	in a way	slowly, safely
-able, -ible	can be	valuable, sensible
-est	most	coldest, windiest

WHEN THE BASE CHANGES

Drop the e (-able, -ible): value + able → **valuable**
Keep the e (-less, -ful, -ly): care + ful → **careful**
Change y to i: windy + est → **windiest**, steady + ly → **steadily**

BACKGROUND KNOWLEDGE FOR THE TEACHER

In 1909, Matthew Henson, Robert Peary, and four Inuit men reached what they believed was the North Pole (some experts later questioned the exact spot). In December 1911, Roald Amundsen's team reached the South Pole 34 days before Robert Falcon Scott's team, whose five men died on the way back. In 1915, ice crushed Ernest Shackleton's ship *Endurance*; all 28 men survived. The wreck was found in 2022, nearly 10,000 feet down.

Vocabulary to preview: crew, expedition, frostbite, lifeboat, navigate, pack ice, pole, wreck.

BEFORE READING

Students have completed Week 1 (-s, -es, -ed, -ing, -er). Week 1 suffixes appear often in this book, too.

Teacher: "This week we are studying suffixes that change meaning: -less means without, -ful means full of, -ly means in a way, -able and -ible mean can be, and -est means most. When you get to a long word, box the suffix, read the base, then put it all back together. Watch for words like *windiest* and *valuable*, where the base changed a little when the suffix was added."

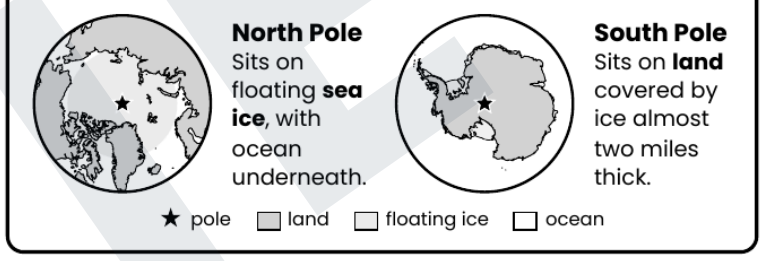
CHAPTER 1

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THE NORTH AND SOUTH POLES



CHAPTER 4

Trapped in the Ice

After the South Pole was reached, Ernest Shackleton wanted to do something no one had done. He planned to walk all the way across Antarctica. In 1914, he and a **crew** of 27 men sailed south on a ship called the *Endurance*.

In January 1915, the ship got stuck in **pack ice** in the Weddell Sea. The ice closed in tightly around it like a fist. The crew was helpless. They could not sail, and they could not walk to land.



The Endurance, trapped in thick ice in 1915

Glossary

crew
The group of people who work together on a ship.

expedition
A long trip taken by a group of people to explore a place.

frostbite
Harm to skin and the body under it caused by extreme cold.

lifeboat
A small boat carried on a ship and used if the ship sinks.

navigate
To find the way from one place to another.

pack ice
Large pieces of floating sea ice packed tightly together.

pole
One of the two ends of Earth: the North Pole or the South Pole.

wreck
What is left of a ship that has sunk or been destroyed.

Not every definition is decodable. Students may need support, or this page can be used for vocabulary discussion.

PREVIEW

OPTIONAL COMPREHENSION PAGES

Answer keys are in the Teacher Manual

MAIN IDEA & SUPPORTING DETAILS

The Serum Run

WEEK 1

Name _____ Date _____

Main idea: what a part of the text is *mostly* about. **Supporting details:** facts from the text that prove or explain the main idea.

Directions: Reread Chapter 2, "The Serum Run," on pages 3–4. Write the main idea of the chapter in your own words. Then find three supporting details. Write the page number for each detail.

MAIN IDEA · What is Chapter 2 mostly about?

_____

_____

_____

DETAIL 1

_____

_____

_____

_____

_____

_____

Page _____

DETAIL 2

_____

_____

_____

_____

_____

_____

Page _____

DETAIL 3

_____

_____

_____

_____

_____

_____

Page _____

CHECK IT

☐ My main idea tells about the **whole** chapter, not just one part.
☐ Each detail is a fact from the text that supports my main idea.
☐ I wrote the page number where I found each detail.

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MAIN IDEA & SUPPORTING DETAILS

Pick the Main Idea

WEEK 1

Name _____ Date _____

Directions: Reread each paragraph in *Sled Dogs*. Fill in the circle next to the sentence that tells the main idea. Then copy one detail from the paragraph that supports it.

Watch out! One choice is only a **detail**: it is true, but too small. One choice is **too big** or not in the text. The main idea fits the *whole* paragraph.

1. PAGE 1, PARAGRAPH 2 · begins "In Alaska, winters are longer, colder, and darker…"

- ○ a. Rivers turn to ice in the winter.
- ○ b. Sled dogs helped families get through long, hard Alaska winters.
- ○ c. Alaska is a very big state.

A supporting detail:

_____

2. PAGE 2, PARAGRAPH 2 · begins "What makes a good sled dog?…"

- ○ a. Sled dogs are smaller than people expect.
- ○ b. All dogs like to play in the snow.
- ○ c. Good sled dogs have thick coats, tough paws, and a love of running.

A supporting detail:

_____

3. PAGE 8, PARAGRAPH 3 · begins "Each stop follows the same steps…"

- ○ a. Mushers take good care of their dogs at every stop.
- ○ b. Mushers get just a few hours of sleep.
- ○ c. Straw is used for the dogs' beds.

A supporting detail:

_____

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SUMMARIZING

The Race to Nome

WEEK 1

Name _____ Date _____

A **summary** tells the most important ideas in a few sentences, in your own words. Leave out the small details. Signal words like **First, Next, Then,** and **Last** keep events in order.

Directions: Reread "The Race to Nome" from your Week 1 Journal. Write the most important event for each box. Then use the boxes to write a summary of 3–4 sentences.

FIRST

_____

_____

_____

_____

NEXT

_____

_____

_____

_____

THEN

_____

_____

_____

_____

LAST

_____

_____

_____

_____

MY SUMMARY

_____

_____

_____

_____

_____

☐ I told what the passage is mostly about.
☐ I used my own words.
☐ I put the big events in order.
☐ I left out small details.

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MAIN IDEA & SUMMARIZING

Sum Up the Book

WEEK 1

Name _____ Date _____

Directions: Skim each chapter of *Sled Dogs*. In one sentence, write what the chapter is *mostly* about. Then use your five sentences to write the main idea and a summary of the whole book.

EACH CHAPTER IS MOSTLY ABOUT…

CHAPTER 1 · p. 1
Dogs That Pull
_____

CHAPTER 2 · p. 3
The Serum Run
_____

CHAPTER 3 · p. 5
A Race Across Alaska
_____

CHAPTER 4 · p. 7
Life on the Trail
_____

CHAPTER 5 · p. 9
The Finish Line
_____

MAIN IDEA OF THE WHOLE BOOK

_____

_____

BOOK SUMMARY · 3 sentences

_____

_____

_____

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PREVIEW

MORPHOLOGY ASSESSMENTS

6 weekly checks + 1 unit assessment, with keys

WEEK 1 · DAY 5

Week 1 Check

WEEK 1

-s, -es, -ed, -ing, -er

Name _____ Date _____

Part A · Word Parts 5 points

Box the suffix in each word. Write the word as a word sum. Then write what the suffix means.

#	WORD	BASE	SUFFIX	WHAT THE SUFFIX MEANS
1	sleds	_____ +	_____	
2	boxes	_____ +	_____	
3	raced	_____ +	_____	
4	pulling	_____ +	_____	
5	colder	_____ +	_____	

Part B · Use It 5 points

Fill It In. Write the word from the bank that fits. One word is extra.

teams · raced · colder · camping

6 The mushers _____ across the frozen trail.

7 The wind got _____ as the sun went down.

8 Many _____ of sled dogs carried the medicine to Nome.

Figure It Out. You haven't studied these words. Use the word parts to figure them out.

9 The trail was **icier** than the road. What does *icier* mean?

_____

10 The pups **yipped** and played in the snow. When did this happen?

_____

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TEACHER · ANSWER KEY AND SCORING

Week 1 Check: Answer Key

WEEK 1

-s, -es, -ed, -ing, -er

Total: _____ / 10 **Grade:** _____

Part A · Word Parts 5 points, 1 per word

#	WORD	BASE	SUFFIX	WHAT THE SUFFIX MEANS	PT
1	sled**s**	sled +	s	more than one	/1
2	box**es**	box +	es	more than one	/1
3	rac**ed**	race +	ed	in the past	/1
4	pull**ing**	pull +	ing	happening now	/1
5	cold**er**	cold +	er	more (comparing)	/1

Part B · Use It 5 points, 1 per item

Fill It In.

teams · raced · colder · camping

6 The mushers **raced** across the frozen trail. /1

7 The wind got **colder** as the sun went down. /1

8 Many **teams** of sled dogs carried the medicine to Nome. /1

Figure It Out.

9 The trail was **icier** than the road. What does *icier* mean? /1

more icy Accept "more icy" or "icy-er than the road." Base icy, change y to i, add -er.

10 The pups **yipped** and played in the snow. When did this happen? /1

in the past Accept "in the past," "already happened" or "before now."

Give the Part A point when the suffix is boxed, the word sum is right (race + ed, not rac + ed) **and** the meaning is right. Accept "past" for -ed, "now" for -ing, and "more" or "comparing" for -er.

Reteach and retake. This check is FOR learning. Reteach the missed items (**Part A:** the Week 1 poster and Day 1 Morpheme Map; **Part B:** word sums from the Day 2 Word Matrix, used in sentences). Then let students retake this same check the next day to earn a higher score. Record the higher score.

Letter grade

A	B	C	D
9–10 points Ready for next week.	8 points Reteach, then retake.	7 points Reteach, then retake.	6 or fewer Small group, then retake.

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UNIT 1 · WEEKS 1–6

Unit 1 Assessment

UNIT 1

Suffix Review and Prefix Clusters · page 1 of 2

Name _____ Date _____

Part A · Match the Meaning 8 points

Write the letter of the meaning next to each word part. Two meanings are not used.

1	-less		5	pre-	
2	-ful		6	re-	
3	-ly		7	mis-	
4	-est		8	sub-	

MEANINGS

A in a way
B before
C without
D under; below
E to make
F most
G again; back
H full of
I wrongly; badly
J after

Part B · Break It Apart 12 points

Box each suffix and circle each prefix. Then write the word as a word sum, like this: **un + help + ful**.

#	WORD	WORD SUM
9	unhelpful	
10	rebuilding	
11	carelessly	
12	disagreement	
13	preheated	
14	misreading	

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UNIT 1 · WEEKS 1–6

Unit 1 Assessment

UNIT 1

Suffix Review and Prefix Clusters · page 2 of 2

Part C · Use It 10 points

Fill It In. Write the word from the bank that fits. One word is extra.

forecast · nonstop · fearless · safety · submerge · rebuild

15 The storm _____ said heavy rain was on the way.

16 The sled dog teams ran almost _____ to bring medicine to Nome.

17 The explorers had to be _____ to cross the ice.

18 Engineers check a bridge for _____ before people cross it.

19 A submarine can _____ deep under the sea.

Figure It Out. You haven't studied these words. Use the word parts to write what each word means.

#	WORD	WHAT IT MEANS
20	unbreakable	
21	precooked	
22	misplaced	
23	hopelessly	
24	underfed	

Check your work. Did you box every suffix and circle every prefix?

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PREVIEW

READING ASSESSMENTS

6 weekly reading checks + 1 unit reading assessment

WEEK 1 · READING CHECK

Week 1 Reading Check

WEEK 1

Main Idea and Summarizing

Name _____ Date _____

Read the passage. The paragraphs are numbered. Then answer the questions on the next page. You may look back at the passage.

Built for the Cold

1 Sled dogs can run in places where the air is far below zero. Their bodies and habits help them stay warm in the cold.

2 A sled dog has two coats of fur. Next to its skin is a soft, thick undercoat that traps warm air. On top are longer guard hairs that keep out snow and wind.

3 When a sled dog rests, it curls up into a tight ball and tucks its nose under its bushy tail. Its warm breath helps heat its nose and face. Snow can even pile on top of the dog like a blanket.

4 A sled dog has tough paws with thick pads. On long runs, mushers often put booties on the dogs to keep sharp ice from cutting their feet.

5 Running in the cold burns a lot of energy. Mushers feed sled dogs meals and snacks that are high in fat, so the dogs have the fuel they need to stay warm and strong.

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WEEK 1 · READING CHECK

Week 1 Reading Check

WEEK 1

Main Idea and Summarizing · Built for the Cold

Part A · Main Idea 5 points

1 What is this passage mostly about? Circle the best answer.

- (A) Sled dogs like to race across Alaska.
- (B) Sled dogs have bodies and habits that keep them warm in the cold.
- (C) Mushers buy booties for their dogs.
- (D) Snow can pile up on top of a sleeping dog.

2 Write three details from the passage that support the main idea. Write the paragraph number for each one.

Detail 1 _____ Paragraph ____

Detail 2 _____ Paragraph ____

Detail 3 _____ Paragraph ____

3 What is paragraph 2 mostly about?

_____

Part B · Summarize 5 points

Write a summary of the passage in 2 or 3 sentences. Tell the main idea and the most important details in your own words.

_____

_____

_____

_____

_____

_____

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UNIT 1 · READING ASSESSMENT

Unit 1 Reading Assessment

UNIT 1

All Unit 1 reading skills

Name _____ Date _____

Read the passage. The paragraphs are numbered. Then answer the questions. You may look back at the passage.

Emperor Penguins: Winter on the Ice

1 Emperor penguins are the largest penguins on Earth. They can stand almost four feet tall. They live in Antarctica, and they do something no other bird does. They raise their chicks on the ice during the long, dark Antarctic winter.

A Long Walk

2 In the fall, emperor penguins leave the ocean. They walk and slide on their bellies across the sea ice for many miles to the place where they nest.

One Egg, Two Jobs

3 The female lays one egg. She carefully passes it to the male. Then she walks back to the sea to eat, because making the egg used up much of her energy. The male holds the egg on top of his feet, under a warm flap of skin called a brood pouch. For about two months, he stands in the cold and does not eat at all.

Huddling for Heat

4 Winter brings freezing winds, and the air can drop below 40 degrees below zero. To stay warm, thousands of males crowd together in a tight huddle. They take turns. Penguins on the cold outside edge slowly shuffle toward the warm middle, while the ones in the middle move out.

Back Together

5 The chick hatches near the end of winter. Around that time, the female comes back from the sea with food in her stomach to feed the chick. Then the thin, hungry male finally walks to the sea to eat.

	MALE	FEMALE
The egg	holds it on his feet	lays it and passes it to the male
Winter	huddles and does not eat	goes to the sea to eat
When the chick hatches	goes to the sea to eat	comes back and feeds the chick

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UNIT 1 · READING ASSESSMENT

Unit 1 Reading Assessment

UNIT 1

All Unit 1 reading skills · Emperor Penguins: Winter on the Ice

Part A · Main Idea and Evidence 8 points

1 What is the passage mostly about?

- (A) Penguins are the largest birds.
- (B) Emperor penguins work together to raise their chicks through the Antarctic winter.
- (C) Antarctica has very strong winds.
- (D) Penguins slide on their bellies.

2 What is the section "Huddling for Heat" mostly about?

- (A) how males stay warm by crowding together and taking turns
- (B) how females find food
- (C) how chicks hatch
- (D) how far penguins walk

3 Which sentence best shows that the male works hard to protect the egg?

- (A) "They can stand almost four feet tall."
- (B) "For about two months, he stands in the cold and does not eat at all."
- (C) "The chick hatches near the end of winter."
- (D) "In the fall, emperor penguins leave the ocean."

4 Write two details that show how emperor penguins survive the winter.

_____

_____

5 Write a summary of the passage in 2 or 3 sentences.

_____

_____

_____

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TEACHER MORPHEME CARDS

Two color cards per page, ready to cut

WEEK 3

SUFFIX

-ive

tending to

Makes an adjective (a describing word).

- act**ive**
- mass**ive**
- protect**ive**
- impress**ive**

WORD SUM

act + ive → active

HELLO MORPHOLOGY™ · UNIT 1 · WEEK 3

SUFFIX

-ify

to make

Makes a verb (an action word).

- class**ify**
- solid**ify**
- pur**ify**
- simpl**ify**

WORD SUM

solid + ify → solidify

HELLO MORPHOLOGY™ · UNIT 1 · WEEK 3

WEEK 6

PREFIX

sub-

under; below

Tells where: under or below.

- sub**way**
- sub**marine**
- sub**merge**
- sub**zero**

WORD SUM

sub + way → subway

HELLO MORPHOLOGY™ · UNIT 1 · WEEK 6

PREFIX

super-

over; above; more than

The opposite of sub-.

- super**human**
- super**sonic**
- super**star**
- super**hero**

WORD SUM

super + human → superhuman

HELLO MORPHOLOGY™ · UNIT 1 · WEEK 6

PREVIEW

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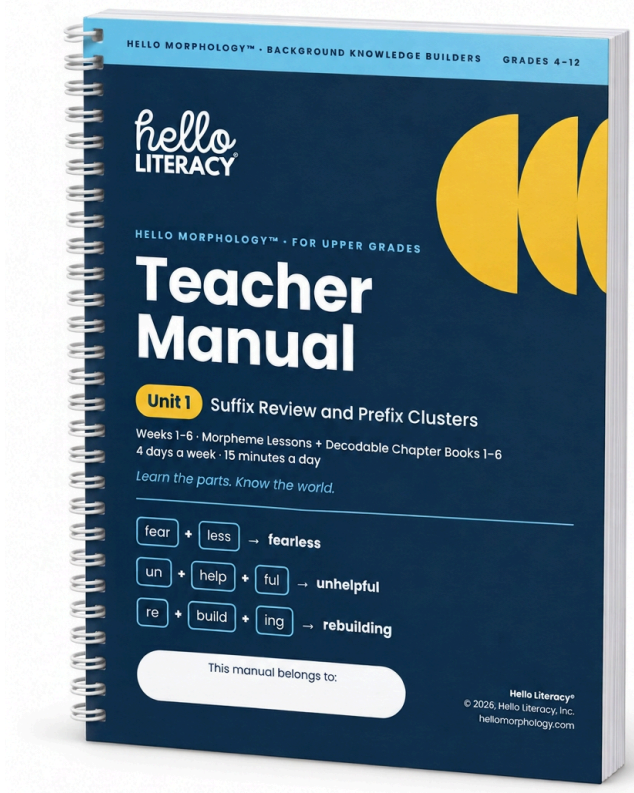
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UP NEXT

Unit 2: Latin Bases

Weeks 7–16. Students move from prefixes and suffixes to Latin bases like port, vis, struct and scrib, with 10 more decodable chapter books on volcanoes, skyscrapers, the Rosetta Stone, ancient Rome and more.



ONE PROGRAM, FOUR UNITS

Unit 1 **Suffix Review and Prefix Clusters** — Weeks 1–6 · this product

Unit 2 **Latin Bases** — Weeks 7–16 · up next

Unit 3 **Greek Combining Forms** — Weeks 17–25

Unit 4 **Academic Morphology and Capstone** — Weeks 26–30

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