

Suffix Balloon Bonanza

LEARNING SUFFIXES



VIDEO CONNECTION:

Step right up! In this video, Kayla and Scarlett are transported to a carnival filled with balloons, where they explore how suffixes **-ful**, **-less**, and **-ing** combine with base words to create new words. They create still shapes for base words and then **grow**, **shrink**, and **shake** in the wind like balloons when suffixes arrive!

COMPONENT:

Phonics



SUBCOMPONENT FOCUS:

- Morphology (Suffixes)

DEL DANCE FRAMEWORK COMPONENTS:

- Action Words
- Guided Exploration using all components of the DEL Dance Framework: Body, Effort, Space, Relationship

LEARNING OBJECTIVES:

Students will...



- Recognize the meaning of common suffixes: **-ful** (full of), **-less** (without), and **-ing** (action happening now).
- Show how suffixes change the meaning of a base word.
- Build new words by adding a suffix to a base word.



ACTIVITY STATEMENT:

Students will engage in a **Guided Exploration** of the **Action Words** **grow**, **shrink**, and **shake**, using movement and stillness to experience how adding suffixes to base words changes their meaning.

PHONICS CARDS:

Suffix Balloon Bonanza Cards:
Suffixes and Base Words



NOTE TO TEACHERS:

For this activity, bring the balloon bonanza into your classroom - or invite students to imagine another playful environment where they can embody suffixes, base words, and the new words created by putting them together!

ACTIVITY STEPS:



1. Review rules for safe movement in your classroom.
2. Facilitate a **Guided Exploration** of the Action Words (verbs) **grow**, **shrink**, and **shake**:
 - a. Include moments of stillness, asking students to freeze and make a shape (a still pose).
 - b. Encourage students to explore infinite movement possibilities! Use the **DEL Sentence Frames for Guided Exploration** document as well as the **DEL Dance Framework** for ideas.
 - c. Try to include elements from all four categories (Body, Effort, Space, and Relationship) of the **DEL Dance Framework** in your exploration. For example:

Grow: Start in a low-level shape. **Grow** slowly, one body part at a time, into a round high-level shape. Imagine you are a balloon filling up with air as you **grow**. Can you **grow** quickly? **Grow** in a smooth way. **Grow** in a sharp way. Can you **grow** sideways? Make a low-level shape connected to a friend and **grow** together. How else can you **grow**?

Shrink: Make a wide, high-level shape. **Shrink** slowly, one body part at a time, into a low-level shape. Imagine you are a balloon deflating as you **shrink**. Can you **shrink** quickly? **Shrink** in a droopy way. Watch a partner **shrink**. Copy the way that they **shrink**. Now, your partner will watch you and copy your **shrink** movement. How else can you **shrink**?

Shake: Start in a still shape. Can you **shake** one body part at a time? **Shake** your fingers. Now **shake** your arms, next your head, then your hips, now your legs. **Shake** your whole body! Do a **shaky** dance in general space around the room! Freeze in a low-level shape. Now, when I say go, quickly **shake** all parts of your body at the same time! Ready? Go! Can you **shake** while turning? Can you **shake** and jump? How else can you **shake**?

3. Throughout the exploration, narrate students' movement choices. For example, *I see Marc **grow** towards the wall. I see Caroline **shrink** into a small round shape. I see Angela **shake** her arms while turning.*
4. Highlight certain movement choices and have the whole class try them. For example, *watch Angela **shake** her arms while turning. Let's all try to **shake** a different body part while turning.*
5. Relate the **Guided Exploration** that students just experienced to the concept of suffixes. Tell students, *we just made still shapes with our bodies, and then made our shapes **grow**, **shrink** and **shake**: adding something new to make them different. Words can change in a similar way. Suffixes come at the end of words, and when we add one to a base word, it changes the word and gives it a new meaning. Let's use our bodies to explore this.*

-ful:



- a. Show the **ful** card and explain that **ful** means “full of,” like a balloon is full of air. Invite students to say, “**ful**.”
- b. Next, show the **joy** card and explain that **joy** is the base word. Invite students to say, “**joy**” and make a small shape for **joy**.
- c. Now, let's put it together. As you connect the **joy** and **ful** cards, invite students to **grow** their small “joy shape” bigger and bigger. Say together, *joy... ful... joyful. Full of joy!*
- i. Repeat with the **color** card. Begin in a small shape and **grow** as you add **ful**. Say together, *color... ful... colorful. Full of color!*

-less:

- a. Show the **less** card and explain that **less** means “without,” like a balloon without air. Invite students to say, “**less**.”
- b. Next, show the **fear** card and explain that **fear** is the base word. Invite students to say, “**fear**” and make a big shape for **fear**.
- c. Now, let's put it together. As you connect the **fear** and **less** cards, guide students to **shrink** their big “fear shape” smaller and smaller. Say together, *fear... less... fearless. Without fear!*
- i. Repeat with the **end** card. Begin in a big shape and **shrink** as you add **less**. Say together, *end... less... endless. Without an end!*

-ing:

- a. Show the **ing** card and explain that **ing** means something “is happening right now.” Invite students to say, “**ing**.”
- b. Next, show the **learn** card and explain that **learn** is the base word. Invite students to say, “**learn**” and make a still shape for learn.
- c. Now, let’s put it together. As you connect the **learn** and **ing** cards, guide students to **shake** their still “learn shape”. Say together, *learn... ing... learning. We’re learning right now!*
- i. Repeat with the **dream** and **play** cards. Start in a still shape and **shake** as you add **ing**. Say together, *dream... ing... dreaming. Play... ing... playing.*

ADDITIONAL LITERACY APPLICATIONS:

- Provide practice opportunities with additional words that have the suffixes **-ful**, **-less**, and **-ing**:
 - **-ful (“full of”)**: helpful, playful, joyful, colorful, thankful, careful, useful, cheerful, hopeful, peaceful
 - **-less (“without”)**: careless, fearless, endless, sleepless, toothless
 - **-ing (Action Words/“happening now”)**: running, jumping, playing, reading, writing, singing, dancing, eating, looking, helping
- Encourage students to build additional words as you introduce new suffixes in their units or modules (e.g., -er (a person who does; teacher); -y (like or full of; rainy); -ed (past tense; jumped)).
- Make cross-content connections using common math or science vocabulary words with suffixes (e.g., greater, smaller, tallest, heaviest).
- For more advanced students, integrate words with both prefixes and suffixes, such as unhelpful (un + help + ful), retelling (re + tell + ing), uncovered (un + cover + ed), and replaying (re + play + ing).



ACTIVITY EXTENSIONS:

1. Suffix Magicians:

- a. Invite students to work with a partner. One partner is the magician, and the other is the base word.
- b. The base word partner begins in a still shape. The teacher holds up a base word and a suffix card.
- c. The magician uses a scarf to guide their partner's movement for each suffix: for **-ful**, they swirl the scarf upward as if filling the shape with air, prompting the base word partner to **grow**; for **-less**, they swirl the scarf downward as if letting the air out, prompting the base word partner to **shrink**; for **-ing**, they shake the scarf to bring the shape to life, prompting the base word partner to **shake**.
- d. Invite both partners to say the base word, the suffix, and then the full word together. Then invite partners to switch roles so each student has a turn as the magician and as the base word.

2. Suffix Connected Statues:

- a. Invite students to work with a partner. One partner is the suffix partner, and the other is the base word partner.
- b. The base word partner creates a shape, and the suffix partner adds a connected shape beside them.
- c. The suffix partner says the suffix, the base word partner says the base word, and together they say the full word. The shared shape reinforces that a suffix and base word make a new word when put together.
 - i. As an extension, each partner can create a sentence containing the new word.

