

# Learning together

## At the Very End...

ACTIVITY #12

SEQUENCE: PHONOLOGICAL AWARENESS —  
PRIMARY

By the Learning Disabilities Institute  
(Institut TA)



### Purpose of the activity

The goal of this activity is to make your child realize that there are small units of meaning in words and that sometimes they are at the end of words.



### Relevance of the activity

This skill is essential to help your child understand the meaning of words, develop their vocabulary, but also to observe that there are small units of meaning that are often used to form words.



### Supplies


■ If needed: examples of word families in the appendix

## IT'S YOUR TURN TO PLAY WITH YOUR CHILD!

### Explain the activity:



Today, we will pay particular attention to the end of the words to discover small units of meaning.

### Explain why:



If I say the words *player*, *dancer* and *dreamer*? What do they have in common? What do they mean? How do you know? What if I say *longer*, *kinder* and *faster*? When you take the time to think about what these words have in common, you are taking time to understand the words and how they are structured.

### Explain when:



You see, all these words have a small part of the word in common that gives us clues about what they mean. This skill can help you understand the new words you are learning, make connections between them, and better understand language.

**Try it together:**



Let's take a few words and see what they have in common:

- biggest
- tallest
- smallest
- highest

What do they have in common? That's right, they all end with the **-est** sound . But why are all these words structured like that? To help us, let's ask ourselves the following questions:

- What is the difference between *tall* and *tallest*? *Tallest* means the most tall (or the tallest of all).
- Between *big* and *biggest*? *Biggest* means larger than the rest.
- Between *small* and *smallest*? *Smallest* means smaller than the rest.
- How about *high* and *highest*? *Highest* means the most high.



**That means when I hear the word *-est* at the end, it means that it is the most.. like big and biggest!**

### Let's try again with other words:

- beauty/beautiful
- power/powerful
- joy/joyful

You see, here, we're talking about being "full of" something. So, when I hear **-ful** at the end of the words, I know that we are talking about something that is "full of" that thing. As in the words *care/careful*, *cheer/cheerful*.



Now, can you tell me what the words *actress*, *princess* and *lioness* have in common? What do they mean? How do you know? And what about the words *longer*, *kinder* and *faster*?



### Quick tip

When working with a meaningful unit at the end of a word, focus on one suffix at a time and explore several words that use that same suffix.

This helps your child better understand the meaning and usefulness of the suffix while avoiding confusion.



Here are some examples of words that you can use depending on the units of meaning that they have in common at the end of the word.

Ask your child to figure out what these words have in common (meaning and sound).  
What do these small units mean?

<b>-er</b> (person who does something)	<b>-ed</b> (action that occurred in the past)	<b>-ing</b> (action that is happening now)	<b>-s</b> (more than one)
dancer/dance	walked/walk	doing/do	books/book
painter/paint	biked/bike	listening/listen	toys/toy
racer/race	looked/look	reading/read	roads/road
teacher/teach	jumped/jump	swimming/swim	house/houses