Lesson Objectives

Day 1
Students will:

• Understand that suffixes added to base words change the meaning of a base word
• Understand that suffix -y changes a noun to an adjective
• Understand that suffixes -ly and -ily change adjectives and nouns to adverbs that describe how or when something is done
• Correctly add suffixes to base words
• Write spelling words and identify suffixes

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 4: Take-Home Activity
• Teacher Category Cards— -y, -ly, -ily
• Teacher Word Cards—foggy, quietly, easily

Day 2
Students will:

• Understand that when suffixes are added to the end of base words the meaning of the base word changes
• Understand that the suffixes -y, -ly, and -ily change a word’s part of speech
• Sort words by suffixes

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards— -y, -ly, -ily
• Teacher Word Cards—foggy, quietly, easily

Day 3
Students will:

• Recognize suffixes and sort words according to suffix
• Determine meaning of words and sort by part of speech
• Recognize base words with suffixes and sort according to suffix
• Use correct forms of words with -y, -ly, and -ily to complete sentences

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Adjective, Adverb
• Teacher Word Cards—chilly, hungrily, roughly

Day 4
Students will:

• Recognize words with suffixes -y, -ly, and -ily in a reading passage
• Sort words by suffixes and name base words and part of speech
• Correctly spell dictated words

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:

• Correctly spell the words with suffixes -y, -ly, and -ily

Materials:
• Quick-Check Assessment
Day One

Supporting ELs
Use sentence frames to help English Learners understand the differences in the parts of speech, for example: The mouse is quiet. The mouse moves quietly. The man is loud. The man talks loudly.

Blending Practice
Remind students that dividing words into syllables is one way to help them read unfamiliar words. Write the word daintily on the chalkboard. Point out the vowels and indicate that the digraph ai stands for one vowel sound, i stands for one vowel sound, and y stands for one vowel sound. This means there are three syllables. Divide the word into syllables (dai/nti/ly) and model using what you know about vowel patterns to read each syllable and blend it together. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes dis-, mis-, pre-
Focus Words: disagree, misspell, preteen, dishonest, pretest, misguide, prehistoric, misplace
Write the focus words on the chalkboard. Have students first read each word with you. Then have students look at each word to identify the prefix, tell what the prefix means, and tell what the word means. Provide support as necessary, reminding students what each prefix means.

Introduce Suffixes -y, -ly, -ily
Model
Write the words rain—rainy, slow—slowly, and happy—happily on the chalkboard and circle the suffixes. Say: Suffixes are added to the end of words. Suffixes change the meanings and the parts of speech of the base words. Today we are going to look at words with the suffixes -y, -ly, and -ily. The base word rain is a noun. When we add the suffix -y to rain, we make a new word that is an adjective.

The base word slow is an adjective. When the -ly suffix is added, slow becomes an adverb that describes how something is done or when it’s done.

The base word happy is an adjective. When we add the suffix -ily, the new word becomes an adverb that describes how something is done. Notice that happy ends in -y, so we need to remove the -y and add -ily.

Guide
Write the words angry, noise, and snow on the chalkboard. Say: These words are base words. Let’s add the endings -y, -ly, and -ily to make new words.

Ask students what part of speech angry is. Point out the -y ending. Ask students what happens to the y when the suffix is added. Write angrily on the chalkboard and ask students what part of speech the new word is. Repeat with the words noise and snow. Point out that noise ends with an e and ask students what happens when the suffix is added. Point out that students can add the suffix -y and the suffix -ily to make the new words noisy and noisily.

Apply
Write the words clear, cozy, and smooth on the chalkboard. Have students create a four-column chart in their word study notebooks with the headings: Base Word, Part of Speech, + Suffix, Part of Speech. Have students work with partners to tell the part of speech of the base word on the chalkboard, which suffix is added, and what the new word means.
Spelling Words with Suffixes

Unit Spelling Words: sunny, thirsty, quietly, smoothly, suddenly, happily, easily, noisily

Write all the spelling words on the chalkboard. Say: The spelling words all have a suffix of -y, -ly, or -ily. Look at the words sunny and thirsty. What are the base words for these two words? Sun and thirst are both nouns. When the suffix -y is added, they become adjectives. Sunny describes a bright day with lots of sun, and thirsty describes someone who wants something to drink.

Ask students to look at quietly, smoothly, and suddenly to identify the base words. Ask volunteers to come up and circle the suffixes and underline the base words. Ask students to identify the parts of speech of each base word and tell how this changes when the suffix is added to each word.

Make sure students understand that the y is changed to i in the word happily. Ask volunteers to come up and circle the suffixes for happily, easily, and noisily. Write ease—easy and noise—noisy on the chalkboard. Discuss with students the changes the base words ease and noise undergo as the suffixes are added.

Have students write the spelling words in their word study notebooks. Tell them to circle the suffix on each word and then write the base word beside each spelling word.

Assessment Tip

Observe students to make sure they can identify the suffixes -y, -ly, and -ily. Note whether they are able to recognize the base words and whether they understand how suffixes change the meanings of base words.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support
Tell students that words ending in -y tend to be adjectives and words ending with -ly or -ily tend to be adverbs. Give students a pool of words from the word cards. List several nouns (day, house, dog, etc.) and several actions (speak, play, etc.). Have students choose nouns and adjectives or actions and adverbs to make phrases, for example, foggy day, breezy day, cloudy day, etc. and speak quietly, speak loudly, speak kindly, etc.

Pattern Sort

<table>
<thead>
<tr>
<th>-y</th>
<th>-ly</th>
<th>-ily</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunny</td>
<td>slowly</td>
<td>happily</td>
</tr>
<tr>
<td>rainy</td>
<td>quickly</td>
<td>easily</td>
</tr>
<tr>
<td>foggy</td>
<td>clearly</td>
<td>angrily</td>
</tr>
<tr>
<td>snowy</td>
<td>dimly</td>
<td>lazily</td>
</tr>
<tr>
<td>misty</td>
<td>quietly</td>
<td>noisily</td>
</tr>
</tbody>
</table>

Home/School Connection
Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Suffixes -y, -ly, -ily
Write the words quickly, busily, and windy on the chalkboard. Ask students to read each word and identify the base word, the base word’s part of speech, the suffix, and the part of speech of the word with the suffix. Show students the anchor poster so they can use it as a reference as they talk about the words.

Pattern Sort
Teacher Word Cards: foggy, quietly, easily
Teacher Category Cards: -y, -ly, -ily
Place the category cards in a row in the pocket chart and the word cards in a group beside them. Hold up the word card foggy and model how to sort it.

Think aloud: I see that these words all have a suffix added to them. The base word of foggy is fog. Fog is a noun that names something. The suffix is -y. Adding -y to fog makes an adjective that describes something. When we add -ly to a word that ends with a vowel before a consonant, we double the final consonant. I’ll put foggy under the category for -y.

Have students help you sort the words quietly and easily. Have them tell what happens when -ily is added to easy.

Give pairs of students the word cards from BLM 3 and the suffix category cards from BLM 2. Ask them to sort the words according to their suffixes. Remind them to look for the base words and determine what the base words and words with suffixes both mean.

Spelling. Have students make a three-column chart in their word study notebooks with the suffixes as headings. Ask them to write their spelling words on the chart, sorting them according to their suffixes.
Meaning Sort

Teacher Word Cards: chilly, hungrily, roughly
Teacher Category Cards: Adjective, Adverb

Place the category cards in the pocket chart and model how to sort the words. Hold up the word card chilly. Say: An adjective describes a noun, and an adverb describes a verb, as well as adjectives and other adverbs. I know that words with the suffix -ly are usually adverbs. Is the suffix for chilly -y or -ly? I need to think about the base word. Chill is the base word, which ends with double l, so the suffix is -y. Chilly describes something, so it’s an adjective.

Ask students to help you sort the words hungrily and roughly.

Give pairs of students the word cards from BLM 4 and the Adjective and Adverb category cards from BLM 2. Have them sort the words according to whether they are adjectives or adverbs.

Independent Sort

Give individual students the Adjective and Adverb category cards from BLM 2 and the word cards from BLM 5. Ask them to sort the words according to their parts of speech. Have each student them compare his or her sort with a partner.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the word with the correct suffix.

Assessment Tip

Observe the "Independent Sort" to assess whether individual students are able to differentiate between adjectives and adverbs and whether they understand that a noun changes to an adjective when -y is added and that adjectives change to adverbs when -ly or -ily are added to words.

Meaning Sort

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>breezy</td>
<td>busily</td>
</tr>
<tr>
<td>stormy</td>
<td>safely</td>
</tr>
<tr>
<td>chilly</td>
<td>cozily</td>
</tr>
<tr>
<td>peppery</td>
<td>nightly</td>
</tr>
<tr>
<td>cloudy</td>
<td>daintily</td>
</tr>
<tr>
<td>messy</td>
<td>roughly</td>
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<tr>
<td>dusty</td>
<td>hastily</td>
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<tr>
<td></td>
<td>smoothly</td>
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<tr>
<td></td>
<td>hungrily</td>
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</tbody>
</table>

Independent Sort

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>bumpy</td>
<td>badly</td>
</tr>
<tr>
<td>thirsty</td>
<td>nicely</td>
</tr>
<tr>
<td>choppy</td>
<td>bravely</td>
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<tr>
<td>summery</td>
<td>ordinarily</td>
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<tr>
<td>soapy</td>
<td>closely</td>
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<td>squirmy</td>
<td>readily</td>
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<td></td>
<td>finally</td>
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<td></td>
<td>suddenly</td>
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<td></td>
<td>luckily</td>
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<tr>
<td></td>
<td>unluckily</td>
</tr>
</tbody>
</table>

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with suffixes -y, -ly, and -ily.

Word Hunt

Give students the reading passage from BLM 9. Tell them they are to work independently to read the passage and circle all of the words with the suffixes -y, -ly, or -ily.

When students have completed the word hunt, ask them to write the words they found on the chart in their word study notebooks that they created on Day Two. Ask them to circle each suffix and then write the base word for each of the words they found.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: misplace, disagree, preteen.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: quietly, suddenly, smoothly.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Day Five

Spelling Assessment
Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment
Assess students’ mastery of the suffixes -y, -ly, and -ily using the Quick-Check for Unit 30.

Suggestions for Independent Practice

Meaning Sort. Have students work with a partner. Give partners word cards from BLMs 3–5 and have them sort the cards into words that could relate to weather and words that could relate to behaviors or actions. Tell them to make a list of the weather-related words they find.

Word Equations. Have students each select ten words from any of the word cards. Tell them to write an equation for each base word on a piece of paper and leave a blank line for the word with the suffix, for example, wind + ______ = ______. Then have students exchange papers with a buddy and complete each other’s word equations.

Act It Out. Have students work in small groups. Give each student four to six word cards that can easily be pantomimed. Tell them to keep their word cards secret and then take turns acting out their words as the other students try to guess them.

Finish My Sentence. Have students work with a partner. Tell them to place the word cards from BLM 5 facedown between them. Have them take turns drawing a word card and using it in an oral sentence. Their partner will then use the base word in a related sentence. For example, the first student might say, My hair was really soapy. The partner might respond, You had a lot of soap in your hair.

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Unit 30 Quick-Check: Suffixes -y, -ly, -ily

Answer Questions
Directions: Look at each base word and then write the suffix -y, -ly, or -ily to make a new word with a suffix.

1. wind + _____ = __________________

2. bad + _____ = __________________

3. ready + _____ = __________________

4. smooth + _____ = __________________

Apply
Directions: In the space below, list one word with the suffix -y, one word with the suffix -ly, and one word with the suffix -ily.

_______________________ _______________________ _______________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>-y</th>
<th>-ly</th>
<th>-ily</th>
</tr>
</thead>
<tbody>
<tr>
<td>unluckily, thirsty, clearly, stormy, hastily, suddenly, bravely, lazily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Suffixes -y, -ly, -ily
Directions: In the space below, explain how understanding suffixes -y, -ly, and -ily helps you as a reader, speller, and writer.