Lesson Objectives

Day 1

Students will:
• Read and write words with suffixes -ful, -less, -ly, -ness

Materials:
• BLM 1: Anchor Chart

Day 2

Students will:
• Sort words by suffixes -ful, -less, -ly, -ness

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 4: Word Cards
• BLM 5: Spelling Peer Check

Day 3

Students will:
• Sort words by part of speech
• Add the correct suffixes to base words

Materials:
• Anchor Poster
• BLM 6: Classroom Activity
• BLM 7: Take-Home Activity
• Teacher Category Cards—Adjective, Adverb, Noun
• Teacher Word Cards—same as BLM 3

Day 4

Students will:
• Identify words with suffixes -ful, -less, -ly, -ness
• Create lists of words organized by their spelling patterns
• Write and spell words with suffixes -ful, -less, -ly, -ness

Materials:
• BLM 8: Reading Passage
• BLM 9: Spelling Dictation
• BLM 10: Spelling Peer Check

Day 5

Students will:
• Spell words with suffixes -ful, -less, -ly, -ness

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Dictionaries (Day 1)
Day One

Supporting ELs

ELs may have difficulty with some of the suffixes, as they may not reflect those in their native languages. Encourage ELs to refer to the anchor chart on BLM 1 frequently for suffix meaning and part of speech. Also have them write cognates and translations on the BLM as needed.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word weakness on the chalkboard. Show how you divide the word into two syllables between the consonant k and the consonant n. Explain that you now have two syllables. Point out that the first syllable has a long vowel team digraph and the second syllable contains the suffix -ness. Read each syllable and then blend the syllables together: weak/ness: weakness. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes pre- and fore-

Focus Words: prefix, preschool, prepay, forehead, forecast, forearm

Review the focus words with students. Remind them that these words have the prefixes pre- and fore-, which mean “before.” Ask students to identify the prefix in each word and then to work with a partner to use each of the words in an oral sentence.

Introduce Suffixes -ful, -less, -ly, -ness

Model

Tell students that this week they will be focusing on suffixes. Say: Like prefixes, suffixes are word parts that are added to base words and change the meaning of the base word. But unlike prefixes, suffixes are added to the ending of the base words, rather than the beginning.

Write the words slowly, graceful, darkness, and homeless on the chalkboard and read the words aloud. Have students repeat the words. Say: Each of these words has a suffix added to the end of the base word. Look at slowly. It has the suffix -ly added to the end. The suffix -ly changes slow from an adjective to an adverb. An adverb tells how something is done.

Say: Look at graceful. It has the suffix -ful added to the end of the base word grace. The suffix -ful creates adjectives and means “full of” or “having.”

Continue the process with darkness and homeless. Explain to students that -ness changes nouns to adjectives and suggests “a state of being.” The suffix -less generally creates adjectives and means “without.” Sometimes the adjectives are also used as nouns, as in homeless people and the homeless.

Guide

Draw a four-column chart on the chalkboard with the headings -ful, -less, -ly, and -ness. Have students help you sort the words on the chalkboard. Then write the words in the correct columns of the chart and have students copy it into their word study notebooks.

Write quickly, colorful, goodness, and hopeless on the chalkboard and help students decide in which column each new word belongs.

Apply

Ask students to work with a partner to identify how the usage and meaning of each word changed when the suffixes were added. Encourage students to use dictionaries if necessary.
Spelling Words with Suffixes

Unit Spelling Words: clearly, faithful, weakness, worthless, dimly, thoughtful, illness, restless

Write the words clearly, faithful, weakness, and worthless on the chalkboard and read them aloud. Underline the base words and circle the suffixes in each word. Remind students of the meanings of the suffixes. Ask volunteers to use the words in oral sentences and ask the rest of the group what part of speech the word is. Give them the anchor chart on BLM 1 as a reference for suffix meanings as well as parts of speech.

Write the remaining spelling words on the chalkboard and read them with students. Underline the base words and circle the suffixes. Name the part of speech of each word and go over any word meanings that students might not know.

Have students copy the spelling words in their word study notebooks. Have partners check each other’s spellings and use each word in a sentence.

Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, pointing out the base word and suffix in each word. You can also have students keep the anchor chart on BLM 1 next to them so that they can see sentences with examples of words with these spellings.

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

Common Features Sort

<table>
<thead>
<tr>
<th>-ful</th>
<th>-less</th>
</tr>
</thead>
<tbody>
<tr>
<td>colorful</td>
<td>homeless</td>
</tr>
<tr>
<td>faithful</td>
<td>hopeless</td>
</tr>
<tr>
<td>graceful</td>
<td>restless</td>
</tr>
<tr>
<td>painful</td>
<td>worthless</td>
</tr>
<tr>
<td>thoughtful</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ly</th>
<th>-ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>clearly</td>
<td>darkness</td>
</tr>
<tr>
<td>dimly</td>
<td>goodness</td>
</tr>
<tr>
<td>quickly</td>
<td></td>
</tr>
<tr>
<td>quietly</td>
<td></td>
</tr>
<tr>
<td>slowly</td>
<td></td>
</tr>
</tbody>
</table>

Review Suffixes -ful, -less, -ly, -ness

Review the anchor poster with students, focusing on parts of speech and how the base words change when these suffixes are added. Ask volunteers to come up with their own example sentences for each word shown on the poster.

Common Features Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: -ly, -ful, -ness, -less

Place the category cards for this week’s suffixes next to each other in a pocket chart.

Show the word cards for colorful, homeless, clearly, and darkness to students and read them aloud.

Think aloud: I hear the suffix -ful in colorful, the suffix -less in homeless, the suffix -ly in clearly, and the suffix -ness in darkness. I know that -ful and -less create adjectives that mean “full of” or “having,” and “without.” I also know that -ly turns adjectives into adverbs that describe how something is done. The suffix -ness creates nouns out of adjectives and suggests a “state of being.”

Place each of the cards under the correct category in the pocket chart.

Ask students to help you place the remaining cards on BLM 3 and ask them to explain why each word belongs in the category.

Buddy Sort

<table>
<thead>
<tr>
<th>-ful</th>
<th>-less</th>
</tr>
</thead>
<tbody>
<tr>
<td>boastful</td>
<td>harmless</td>
</tr>
<tr>
<td>dreadful</td>
<td>penniless</td>
</tr>
<tr>
<td>fearful</td>
<td>thankless</td>
</tr>
<tr>
<td>grateful</td>
<td>thoughtless</td>
</tr>
<tr>
<td>plentiful</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ly</th>
<th>-ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>softly</td>
<td>illness</td>
</tr>
<tr>
<td>loudly</td>
<td>weakness</td>
</tr>
<tr>
<td>kindly</td>
<td></td>
</tr>
<tr>
<td>roughly</td>
<td></td>
</tr>
<tr>
<td>smoothly</td>
<td></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 the directions. Also pronounce and define each word for them.

Spelling

Have students work with a partner to practice spelling each of the spelling words and naming its part of speech. Students can alternate reading the spelling list and spelling the words aloud.
Teacher-Directed Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: Adjective, Adverb, Noun

Place the part of speech teacher category cards in a pocket chart next to one another. Explain to students that today they are going to sort words with the suffixes -ful, -less, -ly, and -ness according to their parts of speech. Refer students to the anchor poster and review the relationship between suffixes and parts of speech with students.

Hold up a card and read it aloud with students. Ask which part of speech category you should place the word card in. If students are unsure, provide an oral sentence using the word to help them decide the part of speech. Repeat with all the cards.

After all the words have been sorted, review each group of words in the pocket chart to confirm that the words are sorted in the correct columns. Discuss any questions students have about the sort.

Applying Meaning. Give students BLM 7 and ask them to identify suffixes and the parts of speech of words with the suffixes.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>helpful</td>
<td></td>
<td>awareness</td>
</tr>
<tr>
<td>hopeful</td>
<td></td>
<td>freshness</td>
</tr>
<tr>
<td>restful</td>
<td></td>
<td>happiness</td>
</tr>
<tr>
<td>truthful</td>
<td></td>
<td>kindness</td>
</tr>
<tr>
<td>careless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fearless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>painless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>useless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>badly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>busily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hastily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nicely</td>
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<td></td>
</tr>
</tbody>
</table>

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary 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 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with the target suffixes.

From Riches to Rags

Why is it that you hear about people who win millions of dollars in the lottery and then end up impoverished? The answer is that many people go on their own after they win the lottery. Sometimes they end up paying for it for the rest of their lives.

How have lottery winners lost their money? Some simply spent too freely and quickly, spending money as if it were endless. Many gave huge sums to family and friends, either as gifts or loans. Some bought houses and cars, took big vacations, and spent their money in wasteful ways. Others lost their winnings through business failures. One lottery winner won $114 million but spent it all quickly. He claims that the lottery ruined his life.

Many thoughtful winners, though, have tried to do good with their money. However, some gave huge donations to churches, schools, and charities left some lottery winners with very little money. Other winners started businesses that were successful and lost lots of money in the business. However, not all lottery winners have lost their millions. Some, such as Luke Pittard of Wales, returned to their jobs. Luke Pittard said his co-workers, "I think I'm a bit mad, but I tell them there's more to life than money." With that kind of attitude, it's no wonder that at least one former lottery winner is still just that—a winner.

Word Hunt

Tell students that today’s word hunt focuses on words that have the suffixes -ful, -less, -ly, and -ness. Distribute BLM 9 to students.

If necessary, read a few lines with students and model finding and underlining a word with the target suffixes. Then ask students to complete the word hunt on their own.

After students have completed the word hunt, have students list the words they found along with each word’s part of speech in their word study notebooks.

Challenge students to write one sentence with each of the words they found.

Then, have students meet together in small groups and read their sentences to the group.

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: premature, preview, forehead.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: clearly, thoughtful, restless.

Dictate the following sentence and have students write it on their papers:

After having some weakness and a stuffy nose, Sam went to the doctor to investigate her illness.

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.
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 words with the suffixes -ful, -less, -ly, and -ness using the Quick-Check for Unit 28.

Suggestions for Independent Practice

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Pairs can swap their puzzles with another pair.

Word Find: Have pairs of students create and solve word finds. Give each student three word cards and a sheet of plain paper. Have them write each word forward or backward in vertical or horizontal columns. Then have them add random letters to complete each column and row. You may wish to model creating the word find on the chalkboard before students begin. After partners have each created a word find, they should swap word finds and solve.

Complete the Word. Have pairs of students select ten to twelve word cards. Have them write each word on a piece of paper, leaving a blank for the suffix, for example ill______. Have pairs swap papers and complete each other’s words.

Fishing for Suffixes Provide a set of word cards from any of this week’s BLMs to pairs of students. Have one student deal four cards to each player, leaving eight cards in the pile. Then students play “Go Fish,” pairing cards with the same suffix, such as quickly and quietly. The object is to make the most pairs.
Unit 28 Quick-Check: Suffixes -ful, -less, -ly, -ness

Answer Questions
Directions: Circle the word in each group that is an adjective.

1. graceful  slowly  darkness
2. goodness  harmless  softly
3. useless  freshness  nicely
4. hastily  restful  happiness
5. loudly  illness  penniless

Apply
Directions: In the space below, list five to ten words you know that have the suffixes -ful, -less, -ly, and -ness.

________________ _______ __________________ _______ __________________ _______
________________ _______ __________________ _______ __________________ _______

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

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>-ful</th>
<th>-less</th>
<th>-ly</th>
<th>-ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>roughly, boastful,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>powerless, thankless, kindness, dreadful, colorful, smoothly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Suffixes -ful, -less, -ly, -ness
Directions: In the space below, explain how understanding words with the suffixes -ful, -less, -ly, and -ness helps you as a reader, speller, and writer.