Day 1

**Students will:**
- Read and write words with suffix \(-y\)

**Materials:**
- Anchor Poster

Day 2

**Students will:**
- Sort words with suffix \(-y\) by base word spelling patterns

**Materials:**
- Anchor Poster
- BLM 1: Anchor Chart
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3

Day 3

**Students will:**
- Sort words with suffix \(-y\) by base word spelling patterns
- Use words with suffix \(-y\) correctly in written sentences
- Identify when base words require a spelling change before adding \(-y\)

**Materials:**
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3

Day 4

**Students will:**
- Identify words with suffix \(-y\)
- Create lists of words organized by spelling patterns
- Write and spell words with suffix \(-y\)

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

Day 5

**Students will:**
- Spell words with suffix \(-y\)

**Materials:**
- Quick-Check Assessment

**Additional Materials:**
- Word Study Notebooks
- Pocket Chart
Day One

Supporting ELs
Have ELs work with a partner to review meanings for this week’s words with -y.
First, explain that almost all of this week’s words with -y are adjectives, and define adjectives if needed. Then have partners work together to create a visual dictionary of this week’s words.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word stormy on the chalkboard. Show how you divide the word into two syllables between the consonant r and the consonant m. Explain that you now have two syllables. Reinforce that the second syllable contains the suffix -y. Read each syllable and then blend the syllables together: stor/my: stormy. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -ful, -less, -ly, and -ness
Focus Words: darkness, graceful, smoothly, goodness, colorful, hopeless
Review the focus words with students. Remind them that words with the suffix -ness are nouns, words with suffix -ly are adverbs, and words with suffix -ful and -less are adjectives.
Ask students to work with a partner to use each of the words in an oral sentence.

Introduce Suffix -y with No Change, e-Drop, and Doubling
Model
Review suffixes with students. Say: Suffixes are word parts that are added to the end of base words. Suffixes generally change the meaning of a base word.
Write the words rainy, breezy, and sunny on the chalkboard and read the words aloud. Have students repeat the words. Say: These words all have the same suffix added to the end: -y.
Underline rain, breeze, and sun. Say: The base word of rainy is rain. When the -y is added, the spelling of the base word doesn’t change. The base word of breezy is breeze. Write breeze under breezy. When -y is added to breeze, or most other words ending in silent e, the final e is dropped. Now look at sunny. The base word of sunny is sun. When -y is added to sun, or most other words with one syllable and a short vowel, the consonant n is doubled.
Explain that adding -y to nouns like sun, rain, and breeze changes the noun to an adjective.

Guide
Draw a three-column chart on the chalkboard with the headings No Change, e-Drop, Double Consonant. Have students help you decide which column each of the words on the chalkboard belongs in and write the words in the correct column of the chart. Have students copy the chart in their word study notebooks.
Write snowy, easy, and foggy on the chalkboard and read them aloud. Then, using the words already included in the chart on the chalkboard as a guide, help students decide in which column each new word belongs in the chart.

Apply
Ask students to work with a partner to identify how the usage and meaning of each word changed when the suffixes were added.
**Spelling Words with Suffix -y**

Unit Spelling Words: breezy, misty, greasy, chilly, stormy, choppy, cloudy, windy

Write the words *breezy, misty, greasy,* and *chilly* on the chalkboard and read them aloud. Point out the base words in each word. Use the anchor poster to review the spelling rules for words when the suffix 

-y is added. Have students copy the spelling rules in their word study notebooks.

Write the remaining spelling words on the chalkboard and read them with students. Review word meanings as needed. Ask volunteers to use a spelling word in an oral sentence.

Have students copy the spelling words in their word study notebooks. Have partners check each other’s spellings. Then ask students to circle the suffix in each spelling word and identify the spelling change in the base word.

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**Assessment Tip**

Note which students have difficulty determining the spelling changes to base words. You may want to help these students create a list of base words and base words plus -y to use as a reference.

**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>No Change</th>
<th>e-Drop</th>
<th>Double Consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>bumpy</td>
<td>breezy</td>
<td>foggy</td>
</tr>
<tr>
<td>chilly</td>
<td>easy</td>
<td>sunny</td>
</tr>
<tr>
<td>cloudy</td>
<td>greasy</td>
<td></td>
</tr>
<tr>
<td>dirty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dusty</td>
<td></td>
<td></td>
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<tr>
<td>frosty</td>
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<td></td>
</tr>
<tr>
<td>misty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>snowy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stormy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>windy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review Suffix -y with No Change, e-Drop, and Doubling

Show students the anchor poster and 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

Place the category cards next to each other in a pocket chart.

Think aloud: I see the suffix -y is added to each of these words. I know that the spelling of base words may change when the suffix -y is added. In breezy, the final e is dropped from breeze when -y is added. In bumpy, there is no change when -y is added. In foggy, the final consonant -g in fog is doubled.

Place these three word cards under the correct category cards in the pocket chart.

Next, ask students to help you place the remaining cards from BLM 3, and ask them to explain why each word belongs in its category.

Buddy Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 4. Draw students’ attention to the word injury and explain that it is different from the other -y words they have studied today. Explain that when -y is added to injure, the base word injure changes from a verb to a noun.

Have partners take turns reading a card and telling the category into which it should be placed.

Spelling. Have students use their spelling words to write sentences in their word study notebooks. Invite volunteers to share their sentences with the group. Students can use the anchor chart on BLM 1 as a reference if needed.

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.
No Peeking Sort

Teacher Word Cards: same as BLM 5

Teacher Category Cards

Place the category cards in a pocket chart next to one another. Tell students that you will read some words aloud and they will sort the words according to base word spelling changes.

Choose a word card and read it to students. Ask students to tell you in which category you should place the word card. Explain that they may need to first write the word in their word study notebooks, determine its base word, and then tell the base word spelling change.

Repeat with all the cards.

After all the words have been sorted, review the correct answers. Discuss any words that students found difficult to sort.

Applying Meaning. Give students BLM 7 and have them complete the activity, choosing the correct word and writing sentences that include words with the -y suffix.

No Change | e-Drop | Double Consonant
---|---|---
jumpy | grimy | runny
loony | hasty | zappy
lucky | icy | zippy
perky | uneasy |
quirky |
soapy

No Peeking Sort

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
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 the suffix -y.

Word Hunt
Give students copies of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words that have the suffix -y.

Read a few lines with students and model finding and underlining words with -y. Then ask students to complete the word hunt on their own.

After students have completed the word hunt, ask them to sort the words according to base word spelling change: no change, e-drop, or double consonant. Then have them check their work with a partner.

For an additional challenge, have students go on another word hunt, using classroom books or materials. Then have them add these words to their sorts.

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: clearly, thoughtful, restless.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: stormy, choppy, windy.

Dictate the following sentence and have students write it on their papers: The day started out breezy and chilly, but by the afternoon it was warmer and less cloudy.

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 suffix -y using the Quick-Check for Unit 29.

Suggestions for Independent Practice

Write Descriptions. Have students pick between six to ten word cards. Ask them to use the words in a paragraph to describe someone or something. Have students give their paragraphs to a partner and have partners find the words with -y.

Crazy Descriptions. Have pairs or small groups of students brainstorm a list of nouns that could be used as a subject of a paragraph—for example: barn, salesperson, elephant, car, politician, etc. Have them write each idea on a sticky note or index card. Gather the sticky notes/cards from each group, place them in a container, and mix them up. Place all the word cards from BLMs 3–5 in a different container and mix them up. Then ask each group to draw one noun card and ten word cards. Each group then writes a description of the noun they chose, using as many of the ten word cards as possible. Ask each group to share its paragraph.

What’s the Base Word? Give sets of word cards to pairs of students. Have the pairs place the word cards in a stack, facedown. Ask students to take turns drawing a card, reading it aloud, and identifying the base word and whether there was a spelling change when -y was added. If students are correct, they get to keep the card. The winner is the student with the most cards.

Concept Sort. Give small groups of students a set of word cards. Ask them to sort them into categories of related meanings, such as breezy, cloudy, stormy, windy, and choppy (words related to weather). Then have the groups guess how the other groups have sorted their words.
Unit 29 Quick-Check: Suffix -y with No Change, e-Drop, and Doubling

Answer Questions
Directions: Choose the word in each set whose base word has no change when the suffix -y is added.

1. sandy  uneasy  zippy
2. shiny  soapy  sunny
3. nutty  injury  bumpy
4. quirky  breezy  foggy
5. floppy  grimy  brainy

Apply
Directions: In the space below, list five to ten words you know that have the suffix -y.

____________  ____________  ____________  ____________  ____________  
____________  ____________  ____________  ____________  ____________  

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

<table>
<thead>
<tr>
<th>No Change</th>
<th>e-Drop</th>
<th>Double Consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>perky, edgy, noisy, funny, runny, grouchy, dopey, jumpy, uneasy, floopy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Suffix -y with No Change, e-Drop, and Doubling
Directions: In the space below, explain how understanding words with the suffix -y helps you as a reader, speller, and writer.

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