Lesson Objectives

**Day 1**

**Students will:**
- Understand the function and meaning of suffixes and base words
- Understand how suffixes -ty and -ity change a base word's part of speech
- Read and write words with suffixes -ty and -ity

**Day 2**

**Students will:**
- Sort words by suffixes
- Use and define words with suffixes -ty and -ity

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—activity, casualty, festivity, specialty

**Day 3**

**Students will:**
- Sort words by change in base words
- Use knowledge of meanings and spelling patterns of -ty and -ity

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Word Cards—purity, simplicity

**Day 4**

**Students will:**
- Identify words with suffixes -ty and -ity
- Write and spell words with -ty and -ity

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

**Day 5**

**Students will:**
- Spell words using -ty and -ity

**Materials:**
- Quick-Check Assessment
Day One

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word minority on the chalkboard. Show how you divide the word into four syllables, mi/nor/i/ty. Demonstrate how to use knowledge of syllable vowel patterns to read each syllable and blend them together. Point out the open syllable mi, with a long i; the second r-controlled syllable, nor; the third syllable with the stand-alone short i, and the last syllable, with the y spoken as a long e. Read each syllable and then blend the syllables together: mi/nor/i/ty: minority. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Assessment Tip
Observe whether students are having difficulty remembering which words use -ty and which use -ity. If they need help, have them create lists to review in their word study notebooks.

Review Suffixes -ary, -ery, -ory
Focus Words: necessary, factory, robbery
Review suffixes -ary, -ery, and -ory by writing the review words on the chalkboard and asking students to identify the suffixes. Then have them define each word and use it in a sentence.

Introduce Suffixes -ty, -ity
Model
Write the following words on the chalkboard: safety, activity, specialty, casualty, and festivity. Then create two columns with the headings -ty and -ity. Say: To sort these words by suffix, I would place safety, casualty, and specialty under -ty, and activity and festivity under -ity. As you read each word, carefully pronounce the suffixes so students clearly hear the difference between -ty and -ity.

Have students identify the base words for each of the derived words. Say: What do all the base words have in common? Guide students to see that all the base words safe, active, special, casual, and festive are adjectives.

Explain that the suffixes -ty and -ity change these adjectives to nouns. Say: Safety is a noun that refers to the state of being safe. Activity is something that people do actively. A specialty is a person’s special talent or skill. And a festivity is a festive event, such as a fair.

Guide
Write the word loyalty on the chalkboard. Ask a student to read the word aloud and tell the suffix. Say: The word loyal is an adjective. How does the suffix -ty change the base word loyal? Guide students to see loyalty is a noun meaning “faithfulness.” Repeat this activity with the words tranquility and validity.

Apply
Have students work in small groups to name nouns that end with the suffixes -ty or -ity. Have them share their list with the class.
Spelling Words with -ty, -ity

Unit Spelling Words: casualty, certainty, festivity, humidity, minority, safety, sensitivity, specialty

Write all the spelling words on the chalkboard next to their base words (e.g., festive/festivity). Ask students to identify which words have had a base word spelling change. Say: What base word spelling changes do you see? Write these words in a column on the chalkboard. Then have them explain what spelling change occurs in each word. Make sure that students understand that, generally, for base words ending with e, the e is dropped before adding these suffixes.

Next, review the pairs of words to point out the change in accented syllables from the base word to the derived word. Say each word pair aloud, emphasizing the accented syllable, for example, festive/festivity. Have students say the words with you and underline the accented syllables in their notebooks.

Then have student volunteers read and define each word and use it in a sentence.

Ask students to list the spelling words in their word study notebooks. Have partners swap notebooks to check each other’s spelling.

Supporting ELs

You may wish to use Spanish cognates to support English Learners’ understanding of the suffixes -ty and -ity. For example, Spanish uses the suffix -dad instead of -ty or -ity. Cognates include: la actividad/activity; la tranquilidad/tranquility; la humedad/humidity; la novedad/novelty.

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

Some students may have difficulty distinguishing suffixes from base words. Give them two sets of cards from BLM 3: one regular set and one set that has the base words and suffixes cut apart. Have them match the cut-apart cards to the cards with the full words. Point out the three base word cards that are “missing” an e: activity, festivity, and sensitivity.

Review Suffixes -ty, -ity

Show students the anchor poster, reviewing the suffixes -ty and -ity and how they change base words.

Then list the following words on the chalkboard: popularity, difficulty, and uncertainty. Say: Discuss these words with a partner. First identify the suffix and base word for each word. Then, each of you choose one of the words to make an oral sentence to share with your partner. Support students as needed if they are having difficulty defining a word.

Common Features Sort

Teacher Word Cards: activity, casualty, festivity, specialty
Teacher Category Cards

Place the category cards -ty and -ity in the pocket chart. Explain that today students are going to sort words according to their suffixes.

Begin by demonstrating how to sort activity. Say: I’m going to sort the word activity into one of the two suffix categories. When I say the word ac/tiv/i/ty, I hear an i before the -ty at the end of the word, so I will sort it into the category -ity.

Have students work with you to sort casualty, festivity, and specialty into the correct category. Then ask for volunteers to use each word in an oral sentence.

Give pairs of students the word cards from BLM 3 and the category cards from BLM 2. Have partners work together to sort the cards into the appropriate categories.

Spelling. Have students copy the categories from the pocket chart into their word study notebooks. Have them write each spelling word under the appropriate heading.

Independent Sort

Give individual students the category cards and the word cards from BLM 4. Explain that you want them to sort these words in the same way they sorted the words from BLM 3 with a buddy.

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.
Writing Sort

Teacher Word Cards: purity, simplicity

Explain to students that today they will be taking a closer look at words ending in -ty or -ity to identify the base word and whether it has been changed before adding the suffix. Remind them that adjectives that end in e typically, but not always, drop the e before adding the suffix -ity to make the noun.

Write these headings in the chalkboard: Base Word, Change, No Change.

Hold up the word card purity. Say: When I say the word purity, I can hear that the base word is the adjective pure. But when I look at the word purity, I see that there is no e in it. To make the noun purity, the e had to be dropped from the adjective pure before -ity was added to the end of the word. I will write purity in the Change category.

Have students try the next one with you. Hold up the word card simplicity. Have a volunteer read it aloud, and then say what the base word is. Ask students if the base word simple has been changed, and if so, how. It may need to be pointed out that in the word simplicity, not only was the e dropped, but the letters i and c were also added before the suffix -ity. Write the words simple and simplicity in the appropriate categories on the chalkboard.

Have students write the categories Base Word, Change, and No Change as heads in their word study notebooks. Give students BLM 5 and have them write each word in the correct category, including each word’s base word.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze, choosing the word with the correct suffix, -ty or -ity.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the meaning and spelling of the words. Note whether they need more practice spelling words with the suffixes -ty and -ity.

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 chorale-read the passage straight through. Then have them work as a team to find examples of suffixes -ty and -ity.

Word Hunt

Tell students that today’s word hunt will focus on suffixes -ty and -ity.

Distribute BLM 9 to students and have them read the passage through once before looking for the words. Then have them reread the passage and circle the words they find with this week’s suffixes.

After students have completed the search, have volunteers share and define the words they found. Several words that students will find in the passage end in -ty or -ity, but are either not nouns (as in the case of tasty), or the base word doesn’t seem to make sense related to the new word’s current meaning, due to its etymological history, as in the word property.

Next have students create a two-column chart in their word study notebooks with -ty and -ity. Have students copy the circled words into the correct column of the chart.

Challenge students to search through classroom text, newspapers, or magazines for words with -ty and -ity suffixes. Have them add these words to their lists.

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: anniversary, expository, stationary.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: certainty, sensitivity, activity.

Dictate the following sentence and have students write it on their papers: The one difficulty we faced on our vacation was the sweltering humidity.

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 suffixes -ty and -ity using the Quick-Check for Unit 10.

Suggestions for Independent Practice
Complete It. Have pairs of students complete cloze sentences with words from the word cards. Each student should create four to five sentences, then exchange sentences and complete them.

Suffix Rhymes. Have pairs of students use this week’s suffixes to create funny poems. Encourage them to choose a rhyme pattern and to use rhythm if possible.

Word Charades. Give groups of students a stack of word cards. One student chooses a word card and uses gestures and pantomime to define that word. Students guess the word and the first student to guess correctly chooses the next card. The object is to guess the most words correctly.

What’s My Word? Give small groups of students a stack of word cards. One student picks a card and describes the word to students by listing one syllable, naming a word that rhymes with it, or other spelling or phonics-based description. Then other students guess the word and tell its meaning. The first student with the correct word gets to draw the next card.

Word Explorers. Give students magazines or newspapers that can be cut up or marked on. Have them search for words that include this week’s suffixes and then circle or cut out the words. Afterwards, they can sort the words by suffix.
Quick-Check for Unit 10: Suffixes -ty, -ity

Answer Questions
Directions: Complete the sentence with the word from the word bank that makes the most sense.

Word Bank
anxiety cruelty priority reality

1. When Mary rode in the car with her sixteen-year-old sister, she was filled with ________________.

2. Crystal’s main ________________ this year was to get As in all her classes.

3. ________________ to animals is a crime in most states.

4. It was hard to adjust to the ________________ of school after such a great summer vacation.

Apply
Directions: In the space below, list five words you know that end in -ty or -ity.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>-ty</th>
<th>-ity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
certainty, generosity, honesty, stupidity, subtlety, uncertainty

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