Lesson Objectives

Day 1

Students will:
- Understand the function and meaning of suffixes and base words
- Understand how suffixes -ful, -ous, and -ious change a base word's part of speech
- Read and write words with suffixes -ful, -ous, and -ious

Materials:
- Anchor Chart (BLM 1)
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—e-Drop, No Change, Oddball, Change y to i
- Teacher Word Cards—envious, fictitious

Day 2

Students will:
- Sort words by spelling changes made to base words
- Sort words by suffix
- Use and define words with suffixes -ful, -ous, and -ious

Materials:
- Anchor Chart (BLM 1)
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—e-Drop, No Change, Oddball, Change y to i
- Teacher Word Cards—envious, fictitious

Day 3

Students will:
- Sort words by suffix
- Use knowledge of sound and spelling patterns of -ful, -ous, and -ious

Materials:
- Anchor Chart (BLM 1)
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—e-Drop, No Change, Oddball, Change y to i
- Teacher Word Cards—envious, fictitious

Day 4

Students will:
- Identify words with suffixes -ful, -ous, and -ious
- Write and spell words with -ful, -ous, and -ious

Materials:
- Anchor Chart (BLM 1)
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—e-Drop, No Change, Oddball, Change y to i
- Teacher Word Cards—envious, fictitious

Day 5

Students will:
- Spell words using -ful, -ous, and -ious

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Stopwatches (Day 2)
Day One

Supporting ELs

Be sure English Learners understand the function of the suffixes -ful, -ous, and -ious in changing base nouns to adjectives. Explain to English Learners that the suffix -ful has several Spanish counterparts. Offer the following examples to demonstrate: respetuoso(a)/respectful; agradecido(a)/thankful. You may also wish to review what parts of speech are, using Spanish cognates as needed: el sustantivo/noun; el pronombre/pronoun; el verbo/verb; el adverbio/adverb; el adjetivo/adjective.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word grateful on the chalkboard. Show how you divide the word into two syllables between the base word and the suffix: grate/ful. Explain that you now have two syllables. The first syllable, grate, has a CV Ce pattern, which makes the a long. The second syllable, ful, has a schwa. Read each syllable and then blend the syllables together grate/ful: grateful. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -al, -ial, -ic

Focus Words: logical, musical, editorial, financial, dramatic, realistic

Review suffixes -al, -ial, and -ic by writing the review words on the chalkboard and asking students to identify the suffixes. Ask a volunteer how the base words change when the suffixes are added. Ask volunteers to define each word and use it in an oral sentence.

Introduce Adjective Suffixes -ful, -ous, -ious

Model

Write suffixes -ful, -ous, and -ious on the chalkboard. Say: This week we will be learning another set of suffixes: -ful, -ous, and -ious. These endings are usually added to nouns, which then become adjectives. Write the words dangerous, envious, and successful on the chalkboard below the appropriate suffix and read them aloud.

Review the definitions of dangerous, envious and successful. Explain that the endings -ful, -ous, and -ious all mean “full of or having the qualities of” something.

Draw students’ attention to the word successful. Say: Success is the base word and -ful is the suffix. We combine these two word parts to create a new word: successful. Successful is an adjective that describes someone, or something, such as a business, that has achieved success. The suffix -ful changes the noun success to an adjective: successful. Notice that the suffix -ful has only one l.

Repeat this process with dangerous and envious, reminding students that words that end in -ful, -ous, and -ious are usually going to be adjectives.

Guide

Write the word thunderous on the chalkboard. Ask a student to read the word aloud and say the base word and the suffix. Ask: How does the suffix -ous change the base word thunder?

Repeat this activity with the words beautiful and glorious. Ask for volunteers to use the words in oral sentences. Point out that when the base word ends in a -y, as in both beauty and glory, the y generally changes to i before adding the suffix.

Apply

Have students work in small groups to brainstorm words ending in -ful, -ous, and -ious. Have them write the words under the correct suffix on the chalkboard.

Once students have sorted their words, have them choose three words to use in sentences, which they can write in their word study notebooks.
Spelling Words with Adjective Suffixes

Unit Spelling Words: humorous, outrageous, wasteful, peaceful, grateful, fictitious, nutritious, rebellious

Write the spelling words on the chalkboard and have students read them with you. Explain that when adding suffixes -ful and -ous to many base words, there are no spelling changes. Give humorous, outrageous, wasteful, and peaceful as examples.

Then explain that some base words have regular spelling changes when suffixes are added. For example, for base words ending in -y, we generally change the y to i, as in various and envious.

Explain that with the suffix -ful, words ending in -e do not drop the e, as in hopeful, and that words ending in -y change from y to i, as in beautiful. Remind students that the suffix -ful has just one l, unlike the word full.

Finally, tell students that in some cases, as with grateful, it is difficult to tell what the actual base word is because of irregular changes that have been made to it prior to the suffix being added. Offer grateful and nutritious as examples. Say: Grateful is a commonly misspelled word because its base word is sometimes believed to be great, spelled g, r, e, a, t. The base word for grateful actually comes from the word gratitude, which is “the feeling of being thankful for something.” So grateful is being full of that feeling of gratitude. Nutrition is the base word for nutritious. The -ion is dropped before adding the suffix -ious. Nutritious means “having the qualities of nutrition.”

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

Assessment Tip

A number of this week’s words with suffixes -ful, -ous, and -ious are oddballs or have irregular spelling changes. Have students who are challenged by the varied spellings keep a list of the words they find most challenging in their word study notebooks as a reference and study aid.

Home/School Connection

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

Common Features Sort

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>nervous</td>
<td>courageous</td>
</tr>
<tr>
<td></td>
<td>dangerous</td>
</tr>
<tr>
<td></td>
<td>delightful</td>
</tr>
<tr>
<td></td>
<td>humorous</td>
</tr>
<tr>
<td></td>
<td>mountainous</td>
</tr>
<tr>
<td></td>
<td>outrageous</td>
</tr>
<tr>
<td></td>
<td>peaceful</td>
</tr>
<tr>
<td></td>
<td>successful</td>
</tr>
</tbody>
</table>

Oddball       | Change y to i

- fictitious
- grateful
- nutritious
- rebellious
- envious
- glorious

Speed Sort

<table>
<thead>
<tr>
<th>-ful</th>
<th>-ous</th>
<th>-ious</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>famous</td>
<td>delicious</td>
</tr>
<tr>
<td>boastful</td>
<td>gaseous</td>
<td>gracious</td>
</tr>
<tr>
<td>cheerful</td>
<td>poisonous</td>
<td>infectious</td>
</tr>
<tr>
<td>shameful</td>
<td>hazardous</td>
<td>melodious</td>
</tr>
<tr>
<td>wonderful</td>
<td>scandalous</td>
<td>mysterious</td>
</tr>
</tbody>
</table>

Common Features Sort

**Teacher Word Cards:** envious, fictitious
**Teacher Category Cards:** e-Drop, No Change, Oddball, Change y to i

Review Adjective Suffixes -ful, -ous, -ious

Have students use the anchor poster to review how these suffixes make words into adjectives.

List peaceful, glorious, and mountainous on the chalkboard. **Say:** Discuss these words with a partner. First identify the suffix, name any base word spelling changes, and identify the part of speech of the base word and the word with a suffix.

Home/School Connection

Give students 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.

Spelling

Have students copy the suffixes -ful, -ous, and -ious into their word study notebooks and write the unit spelling words under the correct suffix. Have students ask a partner to check their spelling.
**No Peeking Sort**

Explain to students that today they will be listening to words you read and sorting them according to their suffixes. Explain that they will have to listen carefully to distinguish between -ious and -ous.

Write the suffix categories -ful, -ous, and -ious on the chalkboard and review them with students.

Model sorting the word marvelous. Say: *I am going to sort the word marvelous: mar/vel/ous. When I listen, I hear that it ends with -ous.*

Have students try the next one with you. Provide the word mysterious and say the word aloud, emphasizing the long e sound, spelled i. Then have a volunteer sort the word into the correct category.

Read the rest of words from BLM 5 aloud to students. Have students sort each word according to suffix.

**Applying Meaning.** Give students BLM 7 and have them complete the cloze, choosing the correct word with suffixes -ful, -ous, or -ious.

<table>
<thead>
<tr>
<th>-ful</th>
<th>-ous</th>
<th>-ious</th>
</tr>
</thead>
<tbody>
<tr>
<td>doubtful</td>
<td>marvelous</td>
<td>spacious</td>
</tr>
<tr>
<td>fearful</td>
<td>adventurous</td>
<td>various</td>
</tr>
<tr>
<td>joyful</td>
<td>continuous</td>
<td>furious</td>
</tr>
<tr>
<td>meaningful</td>
<td>poisonous</td>
<td>hilarious</td>
</tr>
<tr>
<td>respectful</td>
<td>truthful</td>
<td></td>
</tr>
<tr>
<td>calamitous</td>
<td>thunderous</td>
<td></td>
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<tr>
<td>spacious</td>
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<tr>
<td>various</td>
<td></td>
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<tr>
<td>furious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hilarious</td>
<td></td>
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</tr>
</tbody>
</table>

**Assessment Tip**

Some students may have difficulty recalling some of the words that have irregular base words or suffix spelling rules. Encourage students to review the reference they created in their word study notebooks. See Day One Assessment Tip and review any words that they still have difficulty with.

**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.
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 suffixes -ful, -ous, and -ious.

Word Hunt

Distribute BLM 9 to students. Say: Today you will search a passage for words that include the suffixes -ful, -ous, and -ious.

Encourage students to 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. Ask students to identify each word’s part of speech.

Next have students create a three-column chart in their word study notebooks with -ful, -ous, and -ious. Have students copy the words they circled into the correct column of the chart.

Challenge students to search through other classroom texts for words with -ful, -ous, and -ious suffixes. Have them add these words to their lists.

After students have completed their charts, have them write three sentences, using one word with each suffix.

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: alphabetical, arrival, memorial.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: grateful, outrageous, humorous.

Dictate the following sentence and have students write it on their papers: Because she was rebellious and wasteful with her time, Emily wasn’t very successful.

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 -ful, -ous, and -ious using the Quick-Check for Unit 12.

Suggestions for Independent Practice

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.

My Word Means . . . ? Give groups of six students six word cards. Have each student describe the meaning of the word on his or her card. Then the rest of the students take turns guessing which word card the speaker is holding. The object is to correctly guess the most words.

Suffix Pictures. Give a group of six to eight students enough word cards for each student. (Be sure to select the cards that are easiest to draw, such as mountainous or joyful.) Group students into two teams. Then have each student draw a representation of his or her word on the chalkboard. Have groups work together to determine which word the other group has drawn. The object is to identify the most words correctly.

Spell It. Give pairs of students twelve word cards. Partner A reads the first card and then listens as Partner B spells the word aloud. Partner A corrects Partner B as needed. Then partners alternate reading the word on the word card and spelling it aloud. The object is to spell all words correctly.

Suffix Stories. Have small groups of students write a collaborative story. Students sit in a small circle. One student begins the story by writing a sentence that includes a word with the suffix -ful, -ous, or -ious. Then the student passes the story to the next student, who writes the next sentence in the story. The story-writing continues until it reaches the last person in the circle. After the last student writes the ending of the story, he or she reads the entire story aloud.

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Unit 12 Quick-Check: Adjective Suffixes -ful, -ous, -ious

Answer Questions

Directions: Choose the word from the word bank that makes the most sense in the sentence.

Word Bank: boastful delicious famous melodious

1. The author had never expected to become ________________; she’d just hoped that her book would get published.

2. “Peter, don’t be so ________________,” his mother scolded after he showed off his medal to everyone.

3. The chocolate mint pie was the most ________________ pie I’ve ever eaten.

4. I’d thought the band’s songs would be too noisy for me, but they were actually quite ________________.

Apply

Directions: In the spaces below, list five words you know that have suffixes -ful, -ous, or -ious.

_________________ ___________________ ___________________ ___________________ ___________________

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

<table>
<thead>
<tr>
<th>-ful</th>
<th>-ous</th>
<th>-ious</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful, synonymous, cheerful, mysterious, hazardous, delicious, scandalous, wonderful</td>
</tr>
</tbody>
</table>

Think and Write about Adjective Suffixes -ful, -ous, -ious

Directions: In the space below, explain how understanding the adjective suffixes -ful, -ous, and -ious helps you as a reader, speller, and writer.