Lesson Objectives

Day 2

Students will:
- Sort words by part of speech
- Sort words by suffix
- Sort words by number of syllables
- Use and define words with suffixes -en, -ize, and -ify

Materials:
- Anchor Poster
- BLM: 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—Adjective, Verb
- Teacher Word Cards—energize, frozen

Day 3

Students will:
- Sort words by spelling changes to base words
- Use knowledge of sound and spelling patterns of -en, -ize, and -ify

Materials:
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—e-Drop, No Change, Oddball, y-Drop
- Teacher Word Cards—falsify, darken

Day 4

Students will:
- Identify words with suffixes -en, -ize, and -ify
- Write and spell words with -en, -ize, and -ify

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

Day 5

Students will:
- Spell words using -en, -ize, and -ify

Materials:
- Quick-Check Assessment

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

Supporting ELs

Have fluent English speakers work with English Learners to practice saying this week’s words. Partners can work together to draw pictures on flash cards to help define each word. On the other side, they can write the word and its pronunciation.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word forbidden on the chalkboard. Show how you divide the word into three syllables: between the two consonants r and b and then between the two d’s. Explain that you now have three syllables, which makes it easier to sound out each part of the word. The vowel in the first syllable is an r-controlled o, in for; the second syllable is closed, which means its vowel i, in bid, is short; and in the third syllable the vowel e, in den, has the schwa sound. Read each syllable and then blend the syllables together for/bid/den: forbidden. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Adjective Suffixes -ful, -ous, -ious

Focus Words: peaceful, humorous, fictitious

Review suffixes -ful, -ous, and -ious with students. Write the focus words on the chalkboard. Have volunteers sort each word by suffix. Write the correct suffix over each word on the chalkboard. After students have sorted the words, have them define each word and use it in a sentence.

Introduce Verb Suffixes -en, -ize, -ify

Model

Introduce suffixes -en, -ize, and -ify. Write frighten, idolize, and classify on the chalkboard as you say them aloud. Then underline the suffix in each word.

Ask students to define each word and use it in a sentence. Say: As we review each word, determine its base word. Then think about the base word’s meaning compared to the meaning of the new, derived word.

Next, explain that these endings typically have the meaning “to be or cause [base word].” They usually change base words into verbs, but the suffix -en can also take a verb and turn into an adjective, such as in frozen.

Tell students that to test whether a word is an adjective or verb, they can use sentences such as, The story was [adjective], or Today is a good day to [verb].

Point to the word frighten. Say: Frighten means “scare someone or cause fright.” Spiders frighten me. Frighten is a verb derived from the noun fright.

Repeat this exercise, defining and naming the parts of speech of idolize and classify.

Guide

Write the words mistaken and sweeten on the chalkboard. Ask a student to read each word aloud and then define it. Ask: How does the suffix -en change the base word mistake? Make sure students understand that in this case, a noun is changed to an adjective. Students may need help seeing that the word sweeten is an adjective that changes to a verb when the -en suffix is added to the base word.

Repeat this activity with the words energize and beautify. In these examples, the noun base words (energy and beauty) are changed to verbs when the suffixes are added.
Apply

Have students work in pairs to generate lists of words with suffixes -al, -ize, and -ify. Have them sort each word by suffix in their word study notebooks.

Once students have sorted their words, ask them to identify the part of speech of each word and use it in a sentence.

Spelling Verb Suffixes -en, -ize, -ify

Unit Spelling Words: analyze, apologize, beautify, diversify, forbidden, mistaken, notify, visualize

List the spelling words on the chalkboard and say them aloud. Then write each word’s base word on the chalkboard below it: analysis, apology, beauty, diverse, forbid, mistake, note, and visual. Then discuss any base word spelling changes.

Say: Which of these base words has not undergone any spelling change? Students should identify visual/visualize.

Next, focus on base words in which the -y is dropped. Say: In which of these base words is the -y dropped before the suffix is added? Students should identify apology/apologize and beauty/beautify.

Have students name the base words in which the -e is dropped before adding the suffix. Students should identify diverse/diversify and mistake/mistaken. Say: The word mistaken may cause a little bit of confusion. Even though mistake already ends in e, we say that the e is dropped before adding the suffix -en.

Point out that in forbidden the final consonant from the base word, forbid, is doubled, just as it would be for hid/hidden and forgot/forgotten.

Finally, draw students’ attention to the oddball analyze. The -yze spelling is a variation of the -ize suffix.

Read the spelling words aloud again with students and help students define any words they do not know.

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

Assessment Tip

Observe students as they work with this week’s suffixes. If students are having trouble identifying the suffix and base word in each derived word, have them create their own suffix reference charts in their word study notebooks, using the anchor poster 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

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 full words.

Common Features Sort

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>forbidden</td>
<td>analyze</td>
</tr>
<tr>
<td>frozen</td>
<td>glorify</td>
</tr>
<tr>
<td>mistaken</td>
<td>apologize</td>
</tr>
<tr>
<td>proven</td>
<td>horrify</td>
</tr>
<tr>
<td></td>
<td>beautify</td>
</tr>
<tr>
<td></td>
<td>idolize</td>
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<tr>
<td></td>
<td>diversify</td>
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<tr>
<td></td>
<td>memorize</td>
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<tr>
<td></td>
<td>energize</td>
</tr>
<tr>
<td></td>
<td>notify</td>
</tr>
<tr>
<td></td>
<td>strengthen</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 Verb Suffixes -en, -ize, -ify

Have students use the anchor poster to review how the suffixes change the part of speech of the base words. Have them focus on the spelling changes that occur with some base words as well as the parts of speech that are created when suffixes -en, -ize, and -ify are added.

Write the words proven, memorize, and glorify on the chalkboard. Organize students into small groups. Say: Write the words from the chalkboard in your word study notebooks. Next, circle the suffix in each word. Then work as a group to name the part of speech of both the base word and the derived word.

Common Features Sort

Teacher Word Cards: energize, frozen
Teacher Category Cards: Adjective, Verb

Place the category cards Adjective and Verb in the pocket chart and place the word cards in a group at the side of the pocket chart. Say: We are going to sort words today according to their parts of speech—either adjectives or verbs.

Demonstrate sorting energize. Say: To energize is “to give energy to something or to cause something to have energy.” It is something a person does, so it is a verb. Remind students that they can use cloze sentences to check parts of speech, such as, I can [verb].

Have students help you place frozen in the correct category. Once students have identified it as an adjective, review how you determined that. Say: The word frozen describes something that is so cold that it is solid. The lake is frozen. We heated up a frozen dinner. Frozen describes the lake and the dinner, so it is an adjective.

Give each student BLM 3 and the Adjective and Verb category cards from BLM 2. Ask them to sort the words under the correct categories by part of speech. Students may need to use the anchor poster as a reference.

Sound Sort

<table>
<thead>
<tr>
<th>Two Syllables</th>
<th>Three Syllables</th>
<th>Four or More Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>dampen</td>
<td>civilize</td>
<td>acidify</td>
</tr>
<tr>
<td>golden</td>
<td>clarify</td>
<td>electrify</td>
</tr>
<tr>
<td>lengthen</td>
<td>purify</td>
<td>generalize</td>
</tr>
<tr>
<td>strengthen</td>
<td>symbolize</td>
<td>hospitalize</td>
</tr>
<tr>
<td>thicken</td>
<td>classify</td>
<td>identify</td>
</tr>
</tbody>
</table>

Spelling. Ask students to make a three-column chart in their word study notebooks with the following headings: Two Syllables, Three Syllables, Four or More Syllables. Ask them to write the spelling words in the correct columns according to the number of syllables the words have.
Common Features Sort

Teacher Word Cards: falsify, darken
Teacher Category Cards: e-Drop, No Change, Oddball, y-Drop

Explain to students that today they will be sorting words according to how the spelling of the base word changes when suffixes -en, -ize, and -ify are added.

Explain that they may encounter some words that have irregular spelling changes or suffixes and that these words should go in the Oddball category.

Model sorting the word falsify. Say: I am going to sort falsify. Its base word is false. The base word has an -e at the end, but there is no e in falsify. So I place this word in the e-Drop column.

Have students try the next one with you. Provide the word darken and have a volunteer sort the word into the correct category.

Distribute BLM 5 to students. Have them determine the base word for each word on BLM 5 and write the base word/derived word partners in their word study notebooks.

Then have students sort each word into one of the four categories. Give students the category cards e-Drop, No Change, Oddball, y-Drop from BLM 2. Once students have finished, have students partner up to check each other’s work.

Independent Sort

Give students the word cards from BLM 4. If there are any words that they do not know, have them look them up in the dictionary.

Have students decide on a way to sort the words. They may sort according to sounds, number of syllables, meanings, part of speech, and so on.

After students have finished, have them trade with a buddy. Have students try to figure out the way the words are sorted.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the correct word with suffixes -en, -ize, or -ify.
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 suffixes -en, -ize, and -ify.

Remote-Control Cars: A Guide to Troubleshooting

It’s a lot of fun to operate remote-control cars and trucks, but it’s a hassle when they don’t work. If your car stops working, follow the steps that are provided below to troubleshoot your car.

Use these steps to determine the problem and confirm whether the issue is with
the vehicle or with the remote control.

1. Is your car turned on? If not, switch it on. If it will not turn on, check the battery is put in correctly. If the ends of the battery are not lined up then, if it still doesn’t turn on after you have changed the battery’s position, replace the battery.
2. If your car turns on, but it will not drive, also check the batteries in your remote. If they are in correctly, but still do not work, then replace them.
3. Make sure you are within range of your car’s remote. Try getting closer to the car and changing the position of your antenna to strengthen the car’s ability to sense the remote.
4. If the car still does not move, try taking it to another area where you may be able to establish communication between the remote and the car. Your remote sends special waves to the car to make it drive, and another piece of electronic equipment nearby may weaken the waves.
5. Finally, if nothing has worked, you should use a computer to search the Web for your car model. Other people may have posted solutions to the problem.
6. If the car still does not work, try returning it to the store where you purchased it. You can also check the Web site of the company that makes the car, as they may repair or replace it.

Word Hunt

Explain to students that today they will be searching a passage for suffixes -en, -ize, and -ify. Distribute BLM 9 to students.

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

After they have completed the word hunt, ask students to share the words they found. Ask students how they figured out the meanings of words they didn’t know.

Say: Did you re-read the tricky sentences? Were you able to use the context of the sentence to figure out the meaning of a tricky word?

Challenge students to work with a partner and use words from the passage in oral and written sentences of their own.

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: outrageous, grateful, nutritious.

Dictate the following words from this week’s unit, one at a time, having students write them on their BLMs: apologize, diversify, forbidden.

Dictate the following sentence and have students write it on their papers: When the frozen lake begins to melt, I will notify people that ice skating is forbidden.

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 -en, -ize, and -ify using the Quick-Check for Unit 13.

Suggestions for Independent Practice

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

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 the word chooses the next card. The object is to guess the most words correctly.

Word Find. Have pairs of students create and solve word finds. Give each student four word cards and a sheet of graph 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.

Suffix Match Up. Give pairs of students the three suffix category cards and a set of word cards. Have students place the suffixes faceup. Partners then each take turns turning over a card and matching it to its partner suffix.

Concentration. Give students a set of word cards; make sure there are an even number of words with each suffix (-en, -ize/-yze, -ify). Have students turn the cards and find pairs of words with the same suffix.
Unit 13 Quick-Check:
Verb Suffixes -en, -ize, -ify

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

Word Bank dampen memorize strengthen unify

1. The teacher asked us to __________________ the names of all fifty states and their capitals.
2. “We need to __________________ our defense,” the coach said.
3. The rug began to __________________ as the water seeped under the door.
4. If the two top softball teams would __________________ into one team, they might be able to win the state championship.

Apply
Directions: In the space below, list three to five words you know that have suffixes -en, -ize, and -ify.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>-en</th>
<th>-ize or -yze</th>
<th>-ify</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Word Bank civilize, electrify, golden, lengthen, paralyze, straighten, symbolize, thicken

Think and Write about Verb Suffixes -en, -ize, -ify
Directions: In the space below, explain how understanding the verb suffixes -en, -ize, and -ify helps you as a reader, speller, and writer.