Lesson Objectives

Day 1

Students will:
• Understand that adding the suffix -ity changes the schwa sound to a short vowel sound
• Read and write words with the suffix -ity whose base word vowel sound changes from schwa to short
• Articulate the rule for dropping the final e before adding the suffix -ity

Day 2

Students will:
• Sort words by the spelling of the alternating vowel
• Sort words by endings -al, -ile, or -ity

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLMs 3–4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—-al, -ile, -ity
• Teacher Word Cards—mental, versatile, mobility

Day 3

Students will:
• Sort words by usage
• Use knowledge of the meaning and usage of words to complete sentences

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Noun, Adjective
• Teacher Word Cards—general, generality, actual, centrality, original

Day 4

Students will:
• Identify words in a passage with /al/ spelled -al and -ile and words with suffix -it
• Write and spell words with the suffix -ity and schwa to short vowel alternation

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

Day 5

Students will:
• Correctly spell words with the suffix -ity and schwa to short vowel alternation

Materials:
• Quick-Check Assessment

Word Study & Vocabulary 3: Unit 21: Suffix -ity with Vowel Alternation Schwa to Short

Adding Suffix -ity to Root Words

Directions:
Choose the Word with vowel alternation schwa to short ©2010 Benchmark Education Company, LLC

Choose the Word

Word Card

Name ___________________________________ Date ____________________________________

1. Mia is __________________ for class because she does not want to miss any
2. Sean did not want the tofu taco because it wasn’t his __________________ dinner.
3. Gymnasts must be flexible and __________________ to perform the feats they do.
4. The museum kept the fossil in a special room because of the __________________ use.
5. Marcos was impressed by the __________________ of the acrobats.
6. Mrs. Smith was concerned about the __________________ of the project when she
7. The robot that the students built was entertaining, but it did not have a _______________________
8. The first uses of silk were in more formal garments. Today, clothing

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Day One

Supporting ELs
Point out to Spanish-speaking English Learners that many Spanish words ending in -dad relate to an English word that ends in -ity, for example: la personalidad/personality; la mentalidad/mentality; la fertilidad/fertility; la formalidad/formality; la fatalidad/fatality. Write the words on the chalkboard and have students explain the meaning of the Spanish word using simple words or pantomime. Use simple words and gestures to explain the meaning of the English word.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. Write the word actuality on the chalkboard. Point out that the word has four vowels and four vowel sounds, so it has four syllables: ac/tu/al/i/ty. Model how you apply your knowledge of vowel patterns to read each syllable and blend them together. Point out that it is easier to read long words when you decode them syllable by syllable.

Review Vowel Alternation Long to Short or Schwa
Focus Words: convene, convention, know, knowledge, compete, competition, define, definition
Write the word pairs convene/convention and know/knowledge on the chalkboard and read them aloud.
Ask students to identify the vowel alternation they hear in each word pair. Review that the long vowel sound in the accented syllable of certain base words can alternate to short or schwa when word endings are added.
Repeat the procedure with the remaining focus words.

Introduce Adding Suffix -ity with Vowel Alternation Schwa to Short
Model
Remind students that when the suffix -ity is added to a base word, it changes the base word’s meaning. Then point out that adding -ity also changes the vowel sound of the unaccented final syllable in the base word from schwa to short.
Write the words personal and personality on the chalkboard. Read the words aloud and have students repeat the words. Say: The unaccented final syllable in the base word personal has the schwa sound. When the suffix -ity is added to the base word, the final syllable of the base word becomes accented and the vowel sound becomes short. Read the words again and underline the schwa sound in personal and circle the short vowel sound in personality.
Discuss the change in meaning when -ity is added. Say: Personal is an adjective that ends in -al. When the suffix -ity is added, the word becomes a noun.

Guide
Write the words hostile and hostility on the chalkboard. Have a volunteer read aloud hostile and identify and underline the vowel sound in the unaccented final syllable (schwa). Have another volunteer read aloud hostility and identify and circle the vowel sound in the now accented syllable (schwa to short i). Reinforce the rule that when the suffix -ity is added to a base word, the final syllable of the base word becomes accented and the vowel changes from schwa to short. Ask students how the meaning and usage of the base word changed when the suffix -ity was added.
Apply

Write the words mental and mentality on the chalkboard and have students write the words in their word study notebooks. Have partners identify and underline the schwa sound in mental and then identify and circle the short vowel sound in mentality. Below the words, have students write a sentence explaining how the usage and meaning of each word changed when the suffix -ity was added. Encourage students to use dictionaries.

Assessment Tip

Notice which students have difficulty identifying the unaccented schwa sound and how it changes to an accented short vowel sound when the suffix -ity is added to the base word. You may want to work with these students, using simple word pairs to review the concept of schwa to short vowel alternation when the suffix -ity is added to a base word.

Spelling Words with Vowel Alternation

Unit Spelling Words: personal, personality, hostile, hostility, mental, mentality, fertile, fertility

Write the word pairs personal/personality and hostile/hostility on the chalkboard. Point out that even though the schwa sound in the al syllable in personal changes to a short a sound in personality, the spelling doesn’t change. Then point out that the base word hostile ends in e. Explain that when the suffix -ity is added to a base word that ends in e, the e is dropped because the suffix begins with a vowel.

Write the remaining spelling words on the chalkboard and read them with students. Remind students that base words ending in -e drop the -e before adding -ity. Ask volunteers to use a spelling word in an oral sentence.

Have students copy the spelling words in their word study notebooks. Ask partners to check each other’s spellings. Tell students to underline the vowel that spells the schwa sound in the base word and circle the vowel that changes to a short sound when the suffix -ity is added.

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

Closed Sort

<table>
<thead>
<tr>
<th>-al</th>
<th>-ile</th>
<th>-ity</th>
</tr>
</thead>
<tbody>
<tr>
<td>mental</td>
<td>versatile</td>
<td>mentality</td>
</tr>
<tr>
<td>brutal</td>
<td>fertile</td>
<td>brutality</td>
</tr>
<tr>
<td>fatal</td>
<td>hostile</td>
<td>fatality</td>
</tr>
<tr>
<td>personal</td>
<td>mobile</td>
<td>personality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>versatility</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Related Word</th>
<th>-al</th>
<th>-ile</th>
<th>-ity</th>
</tr>
</thead>
<tbody>
<tr>
<td>frugal</td>
<td>frugality</td>
<td></td>
<td>fragile</td>
<td></td>
</tr>
<tr>
<td>legal</td>
<td>legality</td>
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<td></td>
</tr>
<tr>
<td>musical</td>
<td>musicality</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>normal</td>
<td>normality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practical</td>
<td>practicality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>punctual</td>
<td>punctuality</td>
<td></td>
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<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.

Review Suffix -ity with Vowel Alternation Schwa to Short

Display the anchor poster and ask volunteers to explain in their own words how base words ending in -al or -ile change when the suffix -ity is added.

Write the word pairs fatal/fatality and fragile/fragility on the chalkboard. Have students turn to a partner and identify how the vowel sound and meaning changed when the suffix -ity was added to the base words.

Closed Sort

Teacher Word Cards: mental, versatile, mobility
Teacher Category Cards: -al, -ile, -ity

Place the category cards next to each other in the pocket chart. Hold up the word card mental and model how to sort it according to the ending.

Think aloud: I hear the schwa sound in this word. I see that al spells the schwa sound in mental. I will put this word under the category -al because -al spells the schwa sound.

Hold up the word card versatile. Ask students to read the word and tell how the schwa sound is spelled. Ask students if the word card should be placed under the -al or -ile category card. Place the card underneath the -ile card. Say: The schwa sound in versatile is spelled -ile. It belongs under the -ile category card.

Hold up the word card mobility. Ask students to identify the ending suffix and tell you where to place the word in the pocket chart.

Give students the word cards from BLM 3 and the -al, -ile, and -ity category cards from BLM 2. Ask them to sort the words into the correct category and have them identify the spelling of the schwa sound in the words that have the schwa.

Meaning. Write the word mobile on the chalkboard. Point out that the word mobile is a homograph with several meanings. Examine the different meanings of mobile. Have students write a sentence for each meaning of mobile. Also point out that mobile has different pronunciations. Have students find the word mobile in a dictionary and identify the different pronunciations of the word.

Buddy Sort

Have student pairs use the word cards from BLM 4. Have one student match a base word with its related word. Then have the second student match the next base word with its related word. When all the word pairs have been matched, have pairs draw a three-column chart with the labels -al, -ile, and -ity. Have pairs sort the words according to the categories in the columns.
Meaning Sort

Teacher Word Cards: general, generality, actual, centrality, original
Teacher Category Cards: Noun, Adjective

Remind students that adding the suffix -ity changes the meaning and usage of the base word. Place the words general and generality in a pocket chart next to each other. Say the words aloud. Write these sentences and read them aloud. Allison gave us a general idea about her project, but not many specific details. William speaks only in generalities, without specific examples. Have students identify the part of speech for general and generality. (General is an adjective, generality is a noun.) Place the correct category card (Noun and Adjective) over each word in the pocket chart. Repeat with the remaining teacher words.

Give pairs of students the Noun and Adjective category cards from BLM 2 and the word cards from BLM 5. Then have partners take turns sorting the words into the correct category. If they have difficulty, have them use a dictionary to find the meaning of the word.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze activity, choosing the word with the correct meaning and usage.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>actuality</td>
<td>actual</td>
</tr>
<tr>
<td>centrality</td>
<td>central</td>
</tr>
<tr>
<td>finality</td>
<td>final</td>
</tr>
<tr>
<td>formality</td>
<td>formal</td>
</tr>
<tr>
<td>generality</td>
<td>general</td>
</tr>
<tr>
<td>individuality</td>
<td>individual</td>
</tr>
<tr>
<td>locality</td>
<td>local</td>
</tr>
<tr>
<td>originality</td>
<td>original</td>
</tr>
</tbody>
</table>

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 long to short vowel changes and long to schwa vowel changes.

The Origin of Silk

Silk is an elegant fabric that was first made centuries ago in countries in Asia. All of the original silk fabrics were woven there, because the silkworms that produced silk were found only in that area. As people became more mobile, they brought silkworms to other areas and the silk industry spread. Silkworms today are raised in the wild. They can survive only in silkworm farms, so they have lost the ability to fly in their moth phase. They are often found in silkworm farms where the males fly free in the wild.

Silkworms today are raised in the wild. They can survive only in silkworm farms, so they have lost the ability to fly in their moth phase. Also, almost all types of silkworms eat only mulberry leaves, of which they must have a constant supply. Like all insects, silkies go through normal stages as they develop. During one stage, the caterpillars form cocoons. The cocoons are woven from silk threads. During the final stage, the moth leaves the cocoon. The caterpillars that are left behind are processed and the fine silk threads are taken from them. The threads are woven into silk fabric. The type of silkworms used in the making of silk can be made. However, all of the silkworms that make silk are in slow ways. The fibers have buckles but are strong. They are lightweight, and they have a lustrous sheen.

The first uses of silk were in more formal garments. Today, clothing designers and fiber artists use silk in all kinds of creative ways that show their originality and individuality. Artists also paint on silk, and it is used in other ways that highlight its versatility.

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: custody, definition, position.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: hostile, personality, versatility.

Dictate the following sentence and have students write it on their papers: The mobility of cell phones makes them practical but, in general, I find them annoying.

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 suffix -ity vowel alternation from schwa to short using the Quick-Check for Unit 21.

Suggestions for Independent Practice

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

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.
Unit 21 Quick-Check: Suffix -ity with Vowel Alternation Schwa to Short

Answer Questions

Directions: In each pair, underline the word with the schwa vowel sound and circle the word with the short vowel sound.

1. hostile _________ mobility _________
2. versatile _________ fatality _________
3. personality _________ mental _________

2. musical _________ normality _________
3. frugal _________ finality _________

Apply

Directions: In the space below, list three to five words you know that have the suffix -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>Accented First Syllable</th>
<th>Accented Second Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
frugal, hostility, locality, frugality, legal, local, mentality, legality, mental, hostile

Think and Write about Suffix -ity with Vowel Alternation Schwa to Short

Directions: In the space below, explain how understanding that adding the suffix -ity changes vowel sounds from schwa to short helps you as a reader, speller, and writer.