Lesson Objectives

Day 1  
**Students will:**
- Understand the function and meaning of suffixes and base words
- Differentiate between adjectives and adverbs
- Understand how suffixes -y, -ly, and -ily change a base word’s part of speech
- Read and spell words with suffixes -y, -ly, and -ily

**Materials:**
- Anchor Poster

Day 2  
**Students will:**
- Sort words by suffixes
- Sort words by part of speech
- Use and define words with suffixes -y, -ly, and -ily

**Materials:**
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—words from BLM 3, squeaky, merrily

Day 3  
**Students will:**
- Sort words with suffixes -y, -ly, and -ily

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4  
**Students will:**
- Identify words with suffixes -y, -ly, and -ily
- Identify -y, -ly, and -ily words that do not consist of suffix and base word
- Write and spell words with -y, -ly, and -ily

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

Day 5  
**Students will:**
- Spell words using -y, -ly, and -ily
- Use -y, -ly, and -ily words in sentences

**Materials:**
- Quick-Check Assessment

### Additional Materials:
- Word Study Notebooks
- Pocket Chart

---

**A Letter to Nana**

Dear Nana,

So that’s my cat-trapping tale. (And, yes, we eventually did catch the stray cat.) As I got closer, I realized that the animal was much bigger than a cat and he had a collar on. So I gave up the search. But I still needed to do something about the cats. I had gotten permission from the owner to catch the stray cats and find them homes.

I wrote a letter to my Nana to let her know that I had done something about the cats. I explained that I had tried to catch the stray cat, but it was too smart. I wrote, “I was hoping for something a little less easy.” And I added, “Unfortunately, I wasn’t able to catch the stray cat. I gave up on that part, but I did mean to write back immediately, but that usually doesn’t happen. However, I did get permission from the owner to catch the cats and find them homes.”

I signed off, “Love, [Your Name]”

---

**Word Study & Vocabulary 3: Unit 5: Suffixes**

**Name   ___________________________________ Date   ____________________________________**

**Classroom Activity (BLM 7)**

**Take-Home Activity (BLM 8)**

**Suffixes -y, -ly, -ily**

**New Words**

1. flately
2. nearily
3. dangerously
4. briefly
5. messily
6. nicely
7. rapidly
8. steadily
9. dangerously
10. uneasily

**Adjectives**

- merr
- wealthy
- swampy
- pricey

**Adverbs**

- merrily
- wealthily
- swampily
- pricelessly

**Spelling Peer Check (BLM 11)**

**Classroom Activity (BLM 7)**

**Take-Home Activity (BLM 8)**

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

Supporting ELs

Present a simple sentence, such as, The tall boy ran quickly to the park. Then use the example to review parts of speech with English Learners using cognates for the parts of speech: el sustantivo/noun; el pronombre/pronoun; el verbo/verb; el adverbio/adverb; el adjetivo/adjective.

After reviewing parts of speech, create a new simple sentence using at least one word with the unit’s suffixes. Have ELs identify the parts of speech in the sentence, making sure that they identify the -y, -ily, or -ly word correctly.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word happily on the chalkboard. Remind them that the y in the base word happy has been replaced by a short i. Show how you divide the word into three syllables: hap/pi/ly. Explain that the first syllable is closed and had a short vowel. The second syllable is unstressed and has a schwa sound. The last syllable has a long e vowel sound. Read each syllable and then blend the syllables together: hap/pi/ly: happily. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes sub-, com-, pro-, en-

Focus Words: submarine, compile, profess, protect, entangle

Review what prefixes and base words are, and redefine as needed.

Write protect on the chalkboard. Ask a student to identify the prefix and the base word. Then ask students to define the word. Repeat with the words submarine, compile, profess, and entangle.

Introduce Suffixes -y, -ly, -ily

Model

Introduce the definition of suffixes to students. Say: A suffix is another kind of word part that is added to a base word and changes the base word’s meaning. A suffix is added to the end of the base word, rather than to the beginning.

Write wealthy, silently, and merrily on the chalkboard. Say: Today we are going to focus on suffixes -y, -ly, and -ily. Read each word aloud and underline its suffix.

Point to the -y in wealthy. Say: This word is made up of the base word wealth plus the suffix -y. Wealthy means “having wealth.” The -y changes the word wealth, which is a noun, to an adjective, or word that describes a noun. A wealthy person is a person who has wealth, or is rich.

Explain that suffixes -ly and -ily change a base word to an adverb, or word that describes a verb or adjective. Say: Oliver read silently. That means he read in a quiet way. Joan skipped merrily. That means she skipped in a happy way. Be sure to emphasize the suffixes as you read the adverbs.

Guide

Write the word squeaky on the chalkboard. Have a volunteer read the word and circle the suffix and the base word. Ask: How does the -y change the base word squeak? What is the new part of speech?

Repeat this activity with the words secretly and greedily. Explain that the suffix -ly is used with words that end with letters other than y and that the suffix -ily is used with base words that end with y. Explain that the y at the end of greedy is changed to i before ly is added.

Apply

Have students work in small groups to brainstorm words that contain the suffixes -y, -ly, and -ily. Have them sort the words into categories according to these suffixes. Show students the anchor poster and tell them to use it as a reference.
Spelling Words with Suffixes

Unit Spelling Words: swampy, pricey, fluently, rapidly, eagerly, hastily, readily, greedily

Write the word swamp on the chalkboard. Explain that when you add -y to a base word, the spelling of the base word does not change. Add -y to make the word swampy.

Write the word pricey on the chalkboard. Circle the -y ending and reinforce that the spelling of the base word doesn’t change in these words.

Write the word fluent on the chalkboard. Model adding the suffix -ly, explaining that the spelling of the base word doesn’t change. Repeat with the words rapidly and eagerly. Point out that fluent, rapid, and eager are adjectives that describe someone or something, but that when we add -ly, we change the words to adverbs that tell how.

Write the word hastily on the chalkboard. Say: This word has the suffix -ily. Because hasty ends with y, we need to drop the y before we add -ily. Remind students that only words that end with y get the suffix -ily. Repeat with the words readily and greedily.

Make sure students understand the meanings of all the spelling words. Ask pairs to create sentences using the words and to share their sentences with the class.

Have students copy the spelling words into their word study notebooks and circle the suffixes. Have partners check each other’s spelling.

Assessment Tip

Notice which students are having difficulty spelling or blending this week’s suffixes. Remind them that only base words that end with y have spelling changes. Have students work with a partner to first list words that end with y and then add -ily to create adverbs.

Supporting ELs

Compare English suffixes -y, -ly, and -ily with their Spanish equivalents. Explain that the Spanish suffix -mente, for example, works much like -ly in English. Remind Spanish speakers, however, that in English, suffixes do not change according to masculine or feminine base words, since there is no gender in English.

Home/School Connection

Students can take home a list of the unit spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Review Suffixes -y, -ly, -ily

Ask students to define base words and suffixes in their own words.

Then list the following words on the chalkboard: generously, messily, and shabbily. Have partners each choose a word. Then have partners work together to identify each word’s suffix and then define the word.

Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: -y, -ly, -ily

Explain that today students are going to sort words into categories by their suffixes. Place the category cards in a pocket chart. Hold up the word card rapidly and model how you would sort the word.

Think aloud: I see the suffix -ly at the end of this word so I will sort it in the category for words with -ly. Rapidly is an adverb that describes how we do something. For example, We sort words rapidly when we do a “Speed Sort.” Hold up the word card for readily and model how you sort the word. The base word of readily is ready. I know that ready ends with a y. When I add the suffix, I drop the y and add ily. I’ll place this card in the category for words with -ily.

Repeat with the word hairy, pointing out that hair is the base word and we just add -y without changing the spelling of the root.

Buddy Sort. Give pairs of students the suffix category cards and the word cards from BLM 3. Ask pairs to work together to sort the words into the appropriate categories.

Spelling. Have students write the suffixes in a row on a page in their word study notebooks. Ask them to write the unit spelling words under the appropriate suffix.

Meaning Sort

Teacher Word Cards: squeaky, merrily
Teacher Category Cards: Adjectives, Adverbs

Place the category cards in the pocket chart. Hold up the word card for squeaky. Say: I use the word squeaky to describe something. I can say that the hinge on the door is squeaky. Squeaky is an adjective, so I’ll sort it in the column for adjectives.

Hold up the word card for merrily. Say: I use this word to describe how someone feels or acts; Sung walked merrily down the road. Merrily is an adverb, so I’ll place it in the column for adverbs.

Give small groups of students a set of the word cards from BLM 4 and the category cards Adjectives and Adverbs from BLM 2. Have students sort the cards into Adjective and Adverbs and compare their sorts when they have finished.
Blind Sort

Teacher Word Cards: same as BLM 5

Create a three-column chart on the chalkboard and write each suffix as a column head. Have students copy the chart into their word study notebooks.

Say: When I say the word silvery, I hear the suffix -y at the end of the word. I do not hear ily or -ly. I will write the word silvery on the chalkboard in the column under the suffix -y.

Tell students you are going to say some words with suffixes and you want them to write the words in the correct columns. After all students have written the word, either write the word on the chalkboard or show students the word card so they can check their work.

Applying Meaning. Give students BLM 7 and ask them to choose the correct word according to its meaning or part of speech.

Oddballs

Explain that some words that end with -y, -ly, and -ily do not actually have these suffixes.

Offer the examples of bakery, which is a noun, not an adjective, and lovely, which is an adjective, not an adverb.

As students look for words with these suffixes throughout the week, they may find examples of words that may or may not contain the suffixes. Have students create their own mental sentences to test for part of speech. Then have them review their word hunts for any words that might not truly contain this week’s prefixes.

Once students have identified these false-suffix words, have them work in small groups to check the words against a dictionary and determine their part of speech and meaning.

Blind Sort

-y  -ly  -ily

| silvery | barely | steadily |
| skinny | cheaply |
| spooky | firmly |
| spotty | loudly |
| squirmy | proudly |
| unlucky | warmly |
| wildly |

Assessment Tip

Note which students have difficulty identifying adjectives and adverbs. Review parts of speech using example sentences and diagrams if needed.

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.
Word Study & Vocabulary 3: Unit 5: Suffixes

Word Hunt

Distribute BLM 9 to students. Explain that they will read the passage and find words that include the suffixes for -y, -ly, and -ily.

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

After students have completed the search, have volunteers share and define the words they found.

Next, have students create a three-column chart in their word study notebooks with -y, -ly, and -ily. Have students copy the words they underlined into the correct column of the chart.

Challenge students to search through other classroom texts for words with -y, -ly, and -ily 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: subsidize, committee, propaganda.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: rapidly, hastily, pricey.

Dictate the following sentence and have students write it on their papers:

We eagerly studied French because we wanted to speak the language fluently and rapidly, like native French speakers.

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.

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 -y, -ly, and -ily.

Word Hunt

Distribute BLM 9 to students. Explain that they will read the passage and find words that include the suffixes for -y, -ly, and -ily.

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

After students have completed the search, have volunteers share and define the words they found.

Next, have students create a three-column chart in their word study notebooks with -y, -ly, and -ily. Have students copy the words they underlined into the correct column of the chart.

Challenge students to search through other classroom texts for words with -y, -ly, and -ily 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: subsidize, committee, propaganda.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: rapidly, hastily, pricey.

Dictate the following sentence and have students write it on their papers:

We eagerly studied French because we wanted to speak the language fluently and rapidly, like native French speakers.

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 -y, -ly, and -ily using the Quick-Check for
Unit 5.

Suggestions for Independent Practice

Spell It. Partners take turns reading words from a set of word cards while the
other partner tries to spell the word. Partners correct each other as needed.

Prefix 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 flowery,
swampy, or skinny.) 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 guess the word the other group has drawn.

Ask a Question. Give sets of word cards to a small group of students. One student
acts as the quiz master. The quiz master draws a card and reads the word aloud,
for example, flowery. The students compete to be the first to ask a relevant
question about the word such as, “What word ends with a y and describes
something decorated with flowers?” If the student is correct, he or she gets to keep
the card. The student with the most cards wins.

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 Find. Have pairs of students create word finds by writing words forward
or backward in vertical or horizontal columns and then adding random letters to
complete each column and row. After partners have each created a word find,
they should swap word finds and solve.

©2010 Benchmark Education Company, LLC
Unit 5 Quick-Check: Suffixes -y, -ly, -ily

Answer Questions
Directions: Choose the correct word from the word bank to complete each sentence.

Word Bank
squirmy unlucky barely steadily

1. My ________________ little brother could not stand still.

2. She rode the horse ________________, as if she’d done it a million times before.

3. Tom, always the ________________ one, found himself at the end of the line.

4. “But if the test is tomorrow, we ________________ have time to study,” the student complained.

Apply
Directions: In the space below, list three to five words you know that include suffixes -y, -ly, and -ily.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>-y</th>
<th>-ly</th>
<th>-ily</th>
</tr>
</thead>
<tbody>
<tr>
<td>uneasily, skinny, loudly, firmly, silvery, wildly, spooky, spotty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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