Lesson Objectives

Day 1

Students will:
• Understand the function and meaning of suffixes and base words
• Understand the meaning of noun suffixes -er, -or, -ian, and -ist and how the suffix sometimes varies depending on the base word
• Read and write words with suffixes -er, -or, -ian, and -ist

Day 2

Students will:
• Sort words by noun suffixes
• Use and define words with suffixes -er, -or, -ian, and -ist

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLMs 3–4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—-er, -or, -ian, -ist
• Teacher Word Cards—admirer, inventor, Egyptian, biologist

Day 3

Students will:
• Sort words with suffixes -er, -or, -ian, and -ist according to meaning
• Use knowledge of meanings and spelling patterns of -er, -or, -ian, and -ist words in sentences

Materials:
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—-er, -or, -ian, -ist
• Teacher Word Cards—musician, trespasser

Day 4

Students will:
• Identify words with suffixes -er, -or, -ian, and -ist in a passage
• Write and spell words with -er, -or, -ian, and -ist

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

Day 5

Students will:
• Spell words using -er, -or, -ian, and -ist

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, write the word prisoner on the chalkboard. Show how you divide the word into three syllables: pris/o/ner. Explain that the first syllable has a short i (pris), the second has a schwa (uh), and the third has the r-controlled /er/. Read each syllable and then blend the syllables together: pris/uh/ner: prisoner. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Assessment Tip
Notice which students are having difficulty with the unit spelling words. Identify whether their challenges are in identifying suffixes, spelling the words, or understanding word meanings. Practice identifying suffixes and blending with students who have the first two challenges, breaking down words into syllables. Provide the words in meaningful sentences for students who are having difficulty with word meanings.

Review Comparative Suffixes -er, -est, -ier, -iest
Focus Words: emptier, emptiest, stranger, strangest, fresher, freshest
Review comparative suffixes -er, -est, -ier, and -iest. Write empty and emptier on the chalkboard and have students identify their suffixes. Have students then use each word in a sentence. Repeat with the words stranger, strangest, fresher, and freshest.

Introduce Noun Suffixes -er, -or, -ian, -ist
Model
Write suffixes -er, -or, -ian and -ist as column heads on the chalkboard. Say: Today we are going to study another set of suffixes: -er, -or, -ian and -ist. All these suffixes are noun suffixes. They indicate someone or something that does, or is related to, the base word. Write the words speaker, creator, guardian, and artist on the chalkboard below the appropriate suffix and read them aloud. Draw students’ attention to the word speaker. Say: -er is the suffix. Speak is the base word. We blend these two word parts to create a new word: speaker. A speaker is “one who speaks.” It is also “a piece of equipment that makes voices or music heard.” The suffix -er changes the verb speak to a noun: speaker. Repeat this process with creator, guardian, and artist, indicating that different base words take different noun suffixes.

Guide
Write Asian on the chalkboard. Then have the students identify the suffix and the base word. Say: Asian means “from Asia” or “a person from Asia.” Many other words that have this suffix relate to places people are from. Have students generate several examples and write them in the -ian column on the chalkboard. Repeat this activity with the words traveler, visitor, and finalist, this time having students use each word in a sentence.
**Apply**

Write the words *prisoner, decorator, historian,* and *biologist* on the chalkboard. Have students help you sort them into the -er, -or, -ian, or -ist columns.

Next have students work in small groups to brainstorm words with these suffixes and write them in the correct column in their word study notebooks. You can also have them do a word hunt for words with these suffixes in classroom books or other materials.

**Spelling Words with Noun Suffixes**

**Unit Spelling Words: defender, believer, announcer, narrator, librarian, guardian, specialist, bicyclist**

Write the words *defender, believer, announcer,* and *narrator* on the chalkboard. Have students identify the suffix in *defender.* Circle the *er.* Say: This word combines the suffix -er with the base word defend. Adding the ending makes another syllable. Explain that base words of the words that end with -er and -or generally do not have spelling changes, unless they end with an e, such as *believe, announce,* or *narrate.* Write the base words on the chalkboard and point out that these words drop the e before adding -er or -or.

Write the words *librarian* and *guardian* on the chalkboard and read them aloud. Circle the -ian in both words. Ask: Were spelling changes necessary when adding -ian to make librarian and guardian? How do you know what changes were made?

Next write *specialist* and *bicyclist* on the chalkboard and have students read them with you. Say: What is the suffix of these words? Were spelling changes made when the -ist endings were added? Write the base words *special* and *bicycle* on the chalkboard to confirm that there was no change to special, but the -e was dropped before adding -ist to bicycle.

Have volunteers tell what the words mean. Provide oral sentences using any of the words that students are unsure of.

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

**Supporting ELs**

Offer the following Spanish cognates for words with -er, -or, -ian, and -ist: *el (la) prisionero(a)/prisoner; el (la) creador(a)/creator; australiano(a)/Australian; la artista/artist.* Explain that these words have similar meaning in English to those in Spanish. Explain that in English, the suffixes -er, -or, -ian and -ist all create nouns, which name people or things.

Pair English Learners with fluent English speakers. Have buddies work together to find examples of words with noun suffixes -er, -or, -ian, and -ist in classroom books and magazines. Have them keep a list of the words they find and then share the list with the class.

**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.
Assessment

Use the independent sort as a way to determine which students are having difficulty recognizing the different suffixes.

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 whole words.

Independent Sort

Review Noun Suffixes -er, -or, -ian, -ist

Show students the anchor poster and ask them to refer to the poster as they explain how noun suffixes change a base word.

Then list the following words on the chalkboard: attacker, director, librarian, vocalist. Have partners each choose a word and work together to identify each word’s suffix and to define the word. Support students as needed if they are having difficulty defining a word.

Pattern Sort

Teacher Word Cards: admirer, inventor, Egyptian, biologist
Teacher Category Cards: -er, -or, -ian, -ist

Put the category cards in a pocket chart as column heads.

Think aloud: Admireer has the suffix -er, so I will place admire in the category -er. Admireer is a noun that means “a person who admires.” For example, I can say that I am an admirer of art.

Have students help you place the remaining cards, inventor, Egyptian, and biologist into the appropriate categories. Then have them use each word in a sentence.

Independent Sort

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

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.
**Concept Sort**

**Teacher Word Cards:** musician, trespasser  
**Teacher Category Cards:** Jobs, Other Nouns

Place the category cards in a pocket chart so all students can see them. Hold up the card for musician. **Say:** A musician is a person who plays music. Into which category should I place musician? Point out that some of the words that name jobs can also be hobbies, but that if a person could possibly have a career in an area, students should categorize it as a job.

Repeat with the word card trespasser.

Give students the Jobs and Other Nouns category cards from BLM 2 and the word cards from BLM 5. Ask them to work with a partner to sort all of the word cards into the two categories. Encourage them to discuss the meaning of each word and explain why it goes into the category.

Then write three other words on the chalkboard, separating the suffix and the base word. Have students read them aloud, blending the end of the suffix into the base word.

**Applying Meaning.** Give students BLM 7 and have them first complete sentences using words with -er, -or, -ian, -ist and then identify suffixes in words.

**Oddsballs**

Remind students that many -ian words are nouns that describe people from a specific place. **Say:** People from Asia are called Asians; people from Australia are called Australians. What other -ian words describe people from a specific place? If needed, offer examples such as Bostonian, Washingtonian, Virginian, Pennsylvanian, and Californian.

Next, ask students to name words with other suffixes that describe people from a specific place (New Yorker, Texan, Seattleite).

Have groups work with a dictionary to create lists of words that describe people from specific places and to organize those lists by suffix.

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**Concept Sort**

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Other Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>conductor</td>
<td>Asian</td>
</tr>
<tr>
<td>contractor</td>
<td>civilian</td>
</tr>
<tr>
<td>counselor</td>
<td>survivor</td>
</tr>
<tr>
<td>ecologist</td>
<td>trespasser</td>
</tr>
<tr>
<td>geologist</td>
<td>valedictorian</td>
</tr>
<tr>
<td>musician</td>
<td></td>
</tr>
<tr>
<td>receptionist</td>
<td></td>
</tr>
<tr>
<td>reporter</td>
<td></td>
</tr>
<tr>
<td>sculptor</td>
<td></td>
</tr>
<tr>
<td>violinist</td>
<td></td>
</tr>
<tr>
<td>writer</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Tip**

Note which students have difficulty completing the cloze sentences. Have students review or look up the meaning of words with which they are having difficulty. Then have them substitute the definition for the word to test the word in the sentence.

**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

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 -er, -or, -ian, and -ist.

Interview with Dr. Maria Vasquez, Meteorologist
by Reggie Washington, freelance writer

Reggie: Dr. Vasquez, what is a meteorologist?
Dr. V: A meteorologist is a scientist who has learned how to use scientific principles to study the Earth's atmosphere, the mixture of gases that surround the Earth.
Reggie: What kind of training is needed to be a meteorologist?
Dr. V: What kind of training is needed to be a meteorologist? In general, one needs a college degree in meteorology or atmospheric science. For any sort of entry-level scientific job, some level of education would be necessary. A master's degree or Ph.D. may be required. Meteorologists obtain degrees in fields such as chemistry, mathematics, and electrical engineering, for example.
Reggie: What kind of jobs can you get?
Dr. V: Besides working for the National Weather Service, meteorologists can work for other weather forecasting services. They can also work for public or private organizations involved in studying air pollution or engaging in space exploration, for example.
Reggie: Is there anything you don't like about your profession?
Dr. V: People love to make fun of weather, but it’s really not a thankless job. Some people think I have an easy job, but sometimes I do get tired of people saying I don’t have a job.
Reggie: Thank you for taking the time to tell us about your job.

Word Hunt

Explain that students will be hunting for the suffixes -er, -or, -ian, and -ist in today's passage.

Distribute BLM 9 and have students read the passage once through. Then have them reread the passage, circling any the words that end with the suffix -er, -or, -ian, or -ist. Warn them not to be tricked by words that end in -er where the -er is not a suffix, such as weather.

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

Next have students each create a diagram, chart, or word web in his or her word study notebook to organize words into -er, -or, -ian, and -ist. Then have students copy the words they circled into the correct part of their charts or diagrams.

Challenge students to search through other classroom texts for words with -er, -or, -ian, and -ist suffixes. Have them add these words to their lists.

After students have completed their charts, have them write a paragraph that uses four of the words from the chart, 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: stranger, emptier, freshest.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: specialist, believer, narrator.

Dictate the following sentence and have students write it on their papers:
The announcer said that bicyclist in the lead had crashed.

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 noun suffixes -er, -or, -ian, and -ist using the Quick-Check for Unit 7.

Suggestions for Independent Practice

Crossword Puzzle. Have students work with a partner to create a crossword puzzle that uses some -er, -or, -ian, and -ist words from the word cards. Then pairs can swap their puzzles with another pair and solve them.

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.

Picture It. 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 prisoner, librarian, or instructor.) 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.

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. The first student to guess the word correctly chooses the next card. The object is to guess 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.
Unit 7 Quick-Check:
Noun Suffixes -er, -or, -ian, -ist

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

Word Bank
valedictorian survivor Asian writer

1. The ____________ students’ organization sponsored the dance.

2. The ____________ gave the graduation speech to his class.

3. Every ____________ needs a good grasp of grammar.

4. There was only one ____________ in the plane crash.

Apply
Directions: In the space below, list three to five words you know that include the suffixes -er, -or, -ian, or -ist.

____________   ____________   ____________   ____________   ____________

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

Think and Write about Noun Suffixes -er, -or, -ian, -ist
Directions: In the space below, explain how understanding noun suffixes -er, -or, -ian, and -ist helps you as a reader, speller, and writer.