Lesson Objectives

Day 1
**Students will:**
- Understand the function and meaning of suffixes and base words
- Understand how suffixes -ment, -less, and -ness change a base word’s part of speech
- Read and write words with suffixes -ment, -less, and -ness

**Materials:**
- Anchor poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—same as BLM 3

Day 2
**Students will:**
- Sort words by suffixes
- Use and define words with suffixes -ment, -less, and -ness

**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—awareness, flavorless

Day 3
**Students will:**
- Sort words by part of speech
- Use knowledge of meanings and spelling patterns of -ment, -less, and -ness

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—Noun, Adjective
- Teacher Word Cards—attention, polishness

Day 4
**Students will:**
- Identify words with suffixes -ment, -less, and -ness
- Complete sentences by adding the correct words with -ment, -less, and -ness suffixes
- Write and spell words with -ment, -less, and -ness

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

Day 5
**Students will:**
- Spell words using -ment, -less, and -ness
- Use -ment, -less, and -ness words in sentences

**Materials:**
- Quick-Check Assessment

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

Supporting ELs
Review parts of speech with English Learners. Write a simple sentence on the chalkboard, such as The small dog ate his food quickly. Then guide students to identify the parts of speech in the sentence, using Spanish cognates for parts of speech as needed: 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 Day One’s suffixes. Have ELs identify the parts of speech in the sentence, making sure that they identify the -ment, -less, or -ness 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 employment on the chalkboard. Show how you divide the word into two syllables: em/ploy/ment. Demonstrate how to use knowledge of syllable vowel patterns to read each syllable and blend them together. Point out the closed syllable em with a short vowel sound, the closed syllable with a vowel team (oy), and the final closed syllable (and suffix) with a short vowel sound. Read each syllable and then blend the syllables together: em/ploy/ment: employment. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Noun Suffixes -er, -or, -ian, -ist
Focus Words: speaker, creator, guardian, artist
Review noun suffixes by writing the focus words on the chalkboard and asking students to identify the suffixes. Ask a volunteer how the base words change when the suffixes are added. (They become nouns.)

After students have identified the four noun suffixes, ask volunteers to define each word and use it in an oral sentence.

Introduce Suffixes -ment, -less, -ness
Model
Write the following words on the chalkboard: payment, breathless, laziness.
Create a three-column chart on the chalkboard with column heads -ment, -less, and -ness. Say: If I were to sort these words by suffix, I would place payment under -ment, breathless under -less, and laziness under -ness.
Review the definitions of payment, breathless, and laziness. Explain that the suffix -ment creates nouns out of base words that are verbs. Pay is a verb and payment is a noun.

Next explain that the suffix -less means “without.” It changes the meaning of the base word from a noun to an adjective. To be breathless is to be “without breath.” Explain that the meaning can be literal (“having trouble breathing”) or metaphorical (“surprised or excited”).

Lastly, explain that the suffix -ness creates nouns out of base words that are adjectives. It refers to a state of being. Laziness is “the state of being lazy.”

Guide
Write the word replacement on the chalkboard. Ask a student to read the word aloud and tell the suffix. Ask: How does the suffix -ment change the base word replace?
Repeat this activity with the words hopeless and blindness. Then introduce the word powerlessness. Have students identify the two suffixes and explain how they contribute to the meaning of the word and its part of speech.

Apply
Have students work in small groups to name words in each suffix category, including the suffix -lessness. Have them share their list with the class.
Spelling Words with -ment, -less, -ness

Unit Spelling Words: argument, attachment, settlement, penniless, speechless, dizziness, politeness, restlessness

Write the spelling words argument, attachment, and settlement on the chalkboard and ask students to identify the suffix in these words. Have students identify the base words for each and write these under each spelling word. Point out that argue is an oddball because the final -e is dropped before adding -ment.

Write speechless, politeness, penniless, and dizziness on the chalkboard and ask students to identify the suffix in these words. Have students identify the base words for each and write these under each spelling word. Point out that penny and dizzy end with a consonant followed by y so the y is changed to i before adding the suffix.

Finally, write restlessness on the chalkboard. Ask students what is different about this word. Circle both suffixes in the word. Write rest and restless on the chalkboard and discuss how the part of speech changes from rest to restless to restlessness. Ask volunteers to use the words in oral sentences that differentiate their meanings.

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

Assessment Tip
Observe students as they work with this week’s suffixes. If students are having difficulty with parts of speech, have them create their own part-of-speech reference cards that include a simple sentence and identify the part of speech of each word in the sentence.

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.

No Peeking Sort

<table>
<thead>
<tr>
<th>penniless</th>
<th>argument</th>
<th>dizziness</th>
</tr>
</thead>
<tbody>
<tr>
<td>hopeless</td>
<td>payment</td>
<td>attentiveness</td>
</tr>
<tr>
<td>speechless</td>
<td>replacement</td>
<td>blindness</td>
</tr>
<tr>
<td>breathless</td>
<td>settlement</td>
<td>laziness</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>-less</th>
<th>-ment</th>
<th>-ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>cloudless</td>
<td>agreement</td>
<td>emptiness</td>
</tr>
<tr>
<td>colorless</td>
<td>amusement</td>
<td>friendliness</td>
</tr>
<tr>
<td>flawless</td>
<td>attachment</td>
<td>messiness</td>
</tr>
<tr>
<td>priceless</td>
<td>employment</td>
<td>saltiness</td>
</tr>
<tr>
<td>thoughtless</td>
<td>punishment</td>
<td>(powerlessness)</td>
</tr>
</tbody>
</table>

Review Suffixes -ment, -less, -ness
Show students the anchor poster to review how the suffixes change the part of speech of the base words.

List employment, thoughtless, and friendliness on the chalkboard. Have students discuss the words with a partner and 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.

No Peeking Sort

Teacher Word Cards: same as BLM 3
Place the word cards penniless, argument, and dizziness in a row in the pocket chart. Explain that students are going to tell you how to sort words from just hearing the word and not seeing it. Model what you want students to do. Say: Each of the words in the pocket chart represents a different suffix. I will say a word and you will listen for the suffix and then tell me which word in the pocket chart has the same suffix and where you should place the word. For example, if I say the word payment, you would listen for the suffix, which is -ment. You would tell me to put the word payment under the word argument because it has the same suffix.

Say each word from BLM 3, allowing time for students to identify the suffix and tell you where to place the word in the pocket chart. When you get to the words powerlessness and restlessness, make sure students recognize that these words have two suffixes. Tell students these words can be sorted according to the last suffix.

Buddy Sort

Give pairs of students BLM 4 and the category cards -ness, -less, and -ment. Ask them to sort the words under the correct suffixes. Tell students to watch for the word that can fit into two categories and have them choose where to place the word.

Spelling. Have students write the categories -less, -ment, and -ness at the top of a page in their word study notebooks. Have them write their spelling words under the words with the same suffixes.

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.

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.
**Common Feature Sort**

**Teacher Word Cards:** awareness, flavorless  
**Teacher Category Cards:** Noun, Adjective

Explain to students that today they will be sorting according to common word features. They will be sorting words into **Noun** and **Adjective** categories.

Place the category cards in the pocket chart. Then hold up the card for **flavorless**.  
**Say:** Something that is flavorless has no flavor, for example, a flavorless piece of bread. The word **flavorless** describes something, so I know it is an adjective. I also know that all words with the suffix **-less** are adjectives.

Have students help you place **awareness** in the correct category. Make sure they understand that it refers to the “state of being aware.” Have a volunteer use the word in a sentence to test the part of speech.

Distribute the word cards from BLM 5 and the category cards **Noun** and **Adjective** from BLM 2 to students. Have them sort each word by its part of speech. Remind students that when a word has two suffixes, it is generally the last suffix that determines the part of speech.

**Applying Meaning.** Give students BLM 7 and have them complete the cloze, choosing the correct word with suffixes **-ment**, **-less**, or **-ness**.

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**Assessment Tip**

Note which students have difficulty identifying adjectives and nouns. 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.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them chorally read the passage straight through. Then have them work as a team to find examples of suffixes -ment, -less, and -ness.

Word Hunt

Distribute BLM 9 to students. Say: In today’s word hunt you will search for words that include the suffixes -ment, -less, and -ness. Explain that students may also find words that include both -less and -ness, such as hopelessness.

Remind 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.

Next, have students copy the words they circled into the correct column of the chart in their word study notebooks that they created on Day Two.

Challenge students to search through other classroom texts for words with -ment, -less, and -ness 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 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.

Being a Vegetarian

Being a vegetarian means different things to different people. For some, it means eating only vegetables, but continuing to wear leather shoes and to buy meat. Others give up eating meat altogether, making the decision that they will not eat “anything with a backbone” – that is, any animals’ flesh. A third group removes all animal products from their diets as well. These people are called vegans, and they do not eat eggs or cheese, or drink milk. Their diet consists entirely of plant products, such as grains, fruits, and vegetables. Some vegans also exclude honey, since bees produce it. Many vegans also remove animal products from other aspects of their lives, such as clothing and shoes and drinking the example.

Vegetarians and vegans have many reasons for their dietary choice, although most are concerned that they wish to adopt a lifestyle that decreases the suffering of animals. Often believe that a diet that avoids meat is more healthful and promotes wellness. They feel that the diet contributes to an improvement in their health. Others believe that eating animals uses too many resources and is harmful to the environment. Still others have a concern in a religion that forbids harming animals.

The practice is ancient, but the term vegetarian was first used in England in the 1700s and gained wide use around the world. Vegetarianism has become more widespread in the United States in recent years, leading to most restaurants offering meatless, eggless, and dairy-free options on their menus.

Day Four

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the BLM 9 home to read to a family member and point out the words with -ment, -less, and -ness.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

Word Hunt

Distribute BLM 9 to students. Say: In today’s word hunt you will search for words that include the suffixes -ment, -less, and -ness. Explain that students may also find words that include both -less and -ness, such as hopelessness.

Remind 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.

Next, have students copy the words they circled into the correct column of the chart in their word study notebooks that they created on Day Two.

Challenge students to search through other classroom texts for words with -ment, -less, and -ness 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: bicyclist, narrator, believer.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: dizziness, settlement, penniless.

Dictate the following sentence and have students write it on their papers: Kiko was speechless, but her politeness prevented her from joining the argument.

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 Five

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 -ment, -less, and -ness using the Quick-Check for Unit 8.

Suggestions for Independent Practice

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

Funny Fill-Ins. Have pairs of students each write a short cloze paragraph that is missing some nouns and adjectives with the suffixes -ment, -less, and -ness. For example, the first sentence of a paragraph might read: It was the first day of school, and Fredric felt _______. His ______ held him back. Without allowing their partners to look at the paragraph, have students ask their partners to name nouns and adjectives with the suffixes to complete the story. Then partners read the stories to each other.

Word Explorers. Give students magazines or newspapers that can be cut up, have them search for words that include this week’s prefixes and then circle or cut out the words. Afterward, they can sort the words by prefix.

Make Words. Give groups a set of letter cards and the spelling words from BLM 3. Have students spell each spelling word using the word cards. Students alternate reading a word card while the other students spell the word.
Unit 8 Quick-Check: Suffixes -ment, -less, -ness

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

Word Bank
agreement fearlessness punishment saltiness

1. The hero’s ________________ made him heroic, but also led to his downfall.

2. Becca was in ________________ with her mother; it was raining too hard to go to the park.

3. The ________________ of the crackers made him thirsty.

4. “I don’t think that is a fair ________________,” Sandra said when her mother grounded her for a week.

Apply
Directions: In the space below, list three to five words you know that have the suffixes -ment, -less, or -ness.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>-ment</th>
<th>-less</th>
<th>-ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>amusement, colorless, attachment, cloudless, emptiness, friendliness, priceless, statement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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