### Lesson Objectives

#### Day 1
**Students will:**
- Understand the function and meaning of suffixes and base words
- Understand how suffixes -ary, -ery, and -ory have varied pronunciations
- Read and write words with suffixes -ary, -ery, and -ory

#### Day 2
**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3, summary

**Students will:**
- Sort words by suffixes
- Sort words by suffix sound
- Use and define words with suffixes -ary, -ery, and -ory

#### Day 3
**Materials:**
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—ary, -ery, -ory
- Teacher Word Cards—same as BLM 5

**Students will:**
- Sort words by sound
- Use knowledge of sound and spelling patterns of -ary, -ery, and -ory

#### Day 4
**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

**Students will:**
- Identify words with suffixes -ary, -ery, and -ory
- Write and spell words with -ary, -ery, and -ory

#### Day 5
**Materials:**
- Quick-Check Assessment

**Students will:**
- Spell words using -ary, -ery, and -ory

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### Word Study & Vocabulary 3: Unit 9: Suffixes

**Suffixes -ary, -ery, -ory**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ary</td>
<td>general term for certain group or type of things</td>
</tr>
<tr>
<td>-ery</td>
<td>suffix signifying an ending, especially of objects or results, as in insurance, victory</td>
</tr>
<tr>
<td>-ory</td>
<td>suffix signifying an ending, especially of objects or results, as in library, library</td>
</tr>
</tbody>
</table>

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### Word Study & Vocabulary 3: Unit 9: Suffixes

**Collections**

Some people actually study the history of collecting. Others talk to people who have varied collections of things. This can be organized by categories, such as size or color. People often make an inventory, or list, of the items in their collections. That way, they can keep track of them. People can also be organized by age or condition, or by some other attribute. People who are interested in collections can be fascinated by the history and purpose of the collection. Sometimes they will gain in value over time. Other people simply collect things they like or because they are useful. Some people actually study the history of collecting. Others talk to people who have varied collections of things.
Day One

Supporting ELs
Have fluent English speakers work with English Learners to practice saying this week’s words. Then have partners create flash cards for this week’s words. Students can draw pictures on the cards to define some of the words—although some words may be difficult to illustrate. 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 *victory* on the chalkboard. Show how you divide the word into three syllables: *vic/tor/y*. Explain that you now have three syllables: the first, *vic*, with a short i; the second, *tor*, with an r-controlled schwa sound; and the last with a long e sound. Read each syllable and then blend the syllables together: *vic/tor/y: victory*. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -ment, -less, -ness
Focus Words: assessment, cloudless, awareness
Write *assessment, cloudless, awareness* on the chalkboard. Have volunteers underline the suffix in each word. After students have identified the three suffixes, have them define each word and use it in a sentence.

Introduce Suffixes -ary, -ery, -ory
Model
Write the following suffixes on the chalkboard: -ary, -ery, -ory. Tell students that they will be working with words that have these suffixes.

Write the words *imagine* and *element* under the suffix -ary on the chalkboard.  
**Say:** To make the words *imaginary* and *elementary*, I add the suffix -ary to the base words. To do this, I drop the e before adding the suffix to *imagine*, and I just add the suffix directly to the base word *element* without a spelling change.

Explain to students that adding these suffixes changes a word’s part of speech and meaning. **Say:** *Imaginary* is a verb and when I add the suffix, I have an adjective.  
*Element* is a noun and when the suffix is added, the word is an adjective.

Point out that although the suffixes in both words are spelled the same, they are pronounced differently. The suffix in *elementary* has the schwa + ry sound.

Write the words *cemetery* and *category* on the chalkboard. **Say:** The suffix on the word *cemetery* sounds the same as the suffix on *imaginary*. This makes words with -ary and -ery difficult to spell. You need to learn which spelling is correct or use a dictionary. The suffix on the word *category* has a sound that is different than both the schwa + ry sound and the sound of /âry/.

Say each of the words aloud, having students listen carefully to the ending sounds: *imaginary, elementary, cemetery, category*.

Guide
Write the following representations of the sounds in a row on the chalkboard: schwa + ry, /ôry/, /âry/. Write the word *history* on the chalkboard and ask students under which heading they would sort the word. Guide them to listen for the schwa + ry sound. Repeat with the words *library, victory, and bravery*.

Give students the anchor poster on BLM 1 and tell them to refer to this chart for examples of the different sounds for the spellings -ary, -ery, and -ory.
Apply

Have small groups of students brainstorm words with the suffixes -ary, -ery, and -ory. Ask students to write the categories /âry/, schwa + ry, and /ôry/ in their word study notebooks and sort the new words into the appropriate columns.

Spelling Words Suffixes with -ary, -ery, -ory

Unit Spelling Words: anniversary, secretary, machinery, expository, necessary, cemetery, stationary, stationery

Write all the spelling words on the chalkboard and say them aloud. First draw students’ attention to anniversary, secretary, and machinery. Define the words as needed. Ask students to identify the sound of the suffixes in these words. Students should be able to identify that it is /schwa + ry/.

Next, focus on expository, necessary, and cemetery. Have students identify the suffixes and their sounds. Define each word as needed.

Finally, focus on stationary and stationery. Say each word aloud and explain to students that they are homophones, words that sound the same but that have different spellings. Define each word. Say: Stationary means that something does not move. Many gyms have stationary bicycles for people to exercise on. Stationery is paper that you use to write letters. At home, I have olive-colored stationery with matching envelopes. You can remember which is which by thinking about the word letter. Just like the word letter, stationery on which you write letters has -er in it.

Ask students to list the spelling words in their word study notebooks. Have partners swap notebooks to check each other’s spelling. Have students highlight the spellings of the suffixes in each of the words.

Assessment Tip

Observe students as they work with this week’s suffixes. If students are having difficulty remembering pronunciations, spellings, or meaning, have them work with a partner. Encourage partners to take turns using the words in oral and written sentences. Also they may find the anchor poster helpful.

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

Common Features Sort

<table>
<thead>
<tr>
<th>-ary</th>
<th>-ery</th>
<th>-ory</th>
</tr>
</thead>
<tbody>
<tr>
<td>anniversary</td>
<td>elementary</td>
<td>glossary</td>
</tr>
<tr>
<td>bravery</td>
<td>cemetery</td>
<td>machinery</td>
</tr>
<tr>
<td>necessary</td>
<td>scenery</td>
<td>stationery</td>
</tr>
<tr>
<td>directory</td>
<td>expository</td>
<td>laboratory</td>
</tr>
<tr>
<td>victory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review Suffixes -ary, -ery, -ory

Show students the anchor poster and have them review the suffixes and their various pronunciations.

Write laboratory, monastery, and history on the chalkboard. Say: Discuss these words with a partner. First identify the suffix and pronounce it. Then define each word and use it in a sentence.

Have students write their sentences in their word study notebooks.

Buddy Sort

<table>
<thead>
<tr>
<th>/âry/</th>
<th>/ôry/</th>
<th>schwa + ry</th>
</tr>
</thead>
<tbody>
<tr>
<td>confectionery</td>
<td>dictionary</td>
<td>category</td>
</tr>
<tr>
<td>February</td>
<td>January</td>
<td>lavatory</td>
</tr>
<tr>
<td>library</td>
<td>monastery</td>
<td>accessory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>delivery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>factory</td>
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<td></td>
<td></td>
<td>grocery</td>
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<td></td>
<td></td>
<td>history</td>
</tr>
<tr>
<td></td>
<td></td>
<td>imagery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>theory</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.

Buddy Sort

Teacher Word Cards: summary
Teacher Category Cards: /âry/, /ôry/, schwa + ry

Place the category cards /âry/, /ôry/, and schwa + ry in a pocket chart. Say: We are going to sort a set of words together according to their suffixes.

Next demonstrate by sorting stationery. Say: I have the word card stationery, and I want to sort it into one of these three suffix categories. It does not end with -ory, so I do not sort it into that category. Although it has the sound of /âry/, it does not end with -ary. It does end with -ery, so I sort it into the -ery category.

Place the stationery word card into the -ery category.

As you read each word card from BLM 3, have students tell you into which category to place it. Point out to students that century must be in its own oddball category because it ends -ury.
No Peeking Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: /âry/, /ôry/, schwa + ry

Explain to students that they will be listening to words you read and sorting them according to sound.

Place the category cards in a pocket chart.

Model for students how they will sort by sound. Read the word dormitory aloud, but do not show the word card to students. **Say:** When I listen to dormitory, I can hear that the suffix has the sound /ôry/. It does not have the sound /âry/, and it doesn’t have the sound of schwa + ry. So I sort it into the /ôry/ category.

Read aloud the word literary and have a student repeat the suffix sound. Then ask a volunteer to sort the word into the correct category by placing it in the pocket chart.

Read the rest of words from BLM 5 aloud to students. Have them sort each word by the sound of its suffix by telling you where to place the word in the pocket chart.

Pattern Sort

Give students the word cards from BLM 5 along with the category cards -ary, -ery, -ory, and have them sort by suffix spelling.

**Applying Meaning.** Give students BLM 7 and ask them to complete the cloze, choosing the correct word with suffixes -ary, -ery, or -ory.

Assessment Tip

Note which students have difficulty distinguishing between schwa and other vowel sounds. Have small groups of students read aloud the words with the schwa + ry sound from the anchor poster. Have them contrast these with the words that have the /ôry/ and /âry/ sounds.

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 the suffixes -ary, -ery, and -ory.

Collections

Do you collect anything? Does anyone in your family? People collect all kinds of things for all kinds of reasons, some of which might be unusual to others. Most people collect things simply because they like them or because they have a special meaning to them, such as items relating to a sports team’s victories. They may also enjoy the excitement that comes with the discovery of a rare item. Of course, some people collect valuable objects or items they think will gain in value.

A collection can be made up of just about anything that you find interesting. How many people believe, collections can be made up of ants, beetles, or bugs. They do not have to be rare or hard to find, or even expensive. In fact, many collections consist of familiar items, like rocks, shells, or bottle caps. Collections can be organized by size, such as size or color. They can also be organized by age or condition. People often make a list of the items in their collections. That way, they know what they have and what they would like to add.

Some people actually study the history of collecting. Others talk to people to try to determine why collections are valuable or hard to find. Most experts feel that the skills people use in collecting are valuable and that kids should be encouraged to start collecting. And, of course, there’s nothing wrong with starting a collection; it’s fun!

Word Hunt

Distribute BLM 9 to students. Say: Today you will search a passage for words that include suffixes -ary, -ery, and -ory. 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 the suffixes -ary, -ory, and -ery.

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 the headings, -ary, -ery, and -ory. Have students sort the words they circled by writing each word in the correct column of the chart.

Challenge students to search through other classroom texts for words with -ary, -ery, and -ory 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: restlessness, dizziness, attachment.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: cemetery, secretary, anniversary.

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

To celebrate his parent’s anniversary, Seth wrote an expository essay about the bravery of his ancestors.

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 the suffixes -ary, -ery, and -ory using the Quick-Check for Unit 9.

Suggestions for Independent Practice
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.

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.

Crossword Puzzle. Have students work with a partner to create a crossword puzzle that uses some -ary, -ery, and -ory words from the word cards. Students can swap their puzzles with another pair and solve.

Draw the Word. Give a group of students a set of word cards. (Be sure to select the cards that are easy to illustrate.) Divide students into two teams. Have a student pick a card and draw a representation of his or her word on the chalkboard. Students from the other group should work together to determine which word the student has drawn. Then a student from the other group will pick a word and draw a picture.

Suffix Stories. Have small groups of students write a collaborative story. One student begins the story by writing a sentence that includes a word with the suffix -ary, -ery, or -ory. Then another student will write the next sentence in the story. The story writing continues until it reaches the last person. After the last student writes the ending of the story, he or she reads the entire story aloud.

Answer Key Unit 9 Quick-Check

Word Bank   category   February    January    theory
1. The scientific __________ we were studying was complicated, but also very interesting.
2. The first __________ we sorted today was words with the suffix -ary.
3. In Florida __________ is not as cold as it is in the Northeast.
4. The __________ on the airplane was occupied, so Steve went back to his seat to wait until it was free.

Apply
Directions: Choose the word from the word bank that makes the most sense in the sentence. Write the word in the blank.

Word Bank category   February   lavatory   theory

1. __________
2. __________
3. __________
4. __________

Answer Key BLM 6

-ary    -ery    -ory
literary    lottery    dormitory
military    misery    inventory
secretary    mystery    mandatory
temporary    robbery    territory

Answer Key BLM 7
1. victory
2. directory
3. glossary
4. imaginary
5. elementary
6. bravery
7. laboratory
8. ordinary

Answer Key BLM 8
1. cemetery
2. stationary
3. machinery
4. anniversary
5. expository
6. stationery
7. necessary
8. summary

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Unit 9 Quick-Check: Suffixes -ary, -ery, -ory

Answer Questions

Directions: Choose the word from the word bank that makes the most sense in the sentence. Write the word in the blank.

Word Bank category February lavatory theory

1. The scientific_________________ we were studying was complicated, but also very interesting.

2. The first_________________ we sorted today was words with the suffix -ary.

3. In Florida_________________ is not as cold as it is in the Northeast.

4. The_________________ on the airplane was occupied, so Steve went back to his seat to wait until it was free.

Apply

Directions: In the space below, list three to five words you know that have the suffix -ary, -ery, or -ory.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>-ary</th>
<th>-ery</th>
<th>-ory</th>
</tr>
</thead>
</table>

Word Bank
accessory, confectionery, delivery, factory, grocery, imagery, library, summary

Think and Write about Suffixes -ary, -ery, -ory

Directions: In the space below, explain how understanding the suffixes -ary, -ery, and -ory helps you as a reader, speller, and writer.