Lesson Objectives

Day 1

**Students will:**
- Understand the common suffixes -ent, -ence, -ant, and -ance.
- Understand that -ent and -ence words go together, and that -ant and -ance words go together.
- Understand that -ent and -ant signal adjectives, and that -ence and -ance signal nouns.
- Read and write words with the suffixes -ent, -ence, -ant, and -ance.
- Articulate rules for spelling the suffix of one word when given the spelling of the suffix for the word’s other form.

Day 2

**Students will:**
- Pair and sort words by suffixes.
- Write sentences using words with the suffixes -ent, -ence, -ant, and -ance.

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards– -ent, -ence, -ant, -ance
- Teacher Word Cards–absent, absence

Day 3

**Students will:**
- Sort words by suffixes.
- Use knowledge of spelling patterns for the suffixes -ent, -ence, -ant, and -ance to spell words correctly.

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards– -ent, -ence, -ant, -ance

Day 4

**Students will:**
- Identify words with the suffixes -ent, -ence, -ant, and -ance in a passage.
- Create lists of words organized by their suffixes.
- Understand that not all words ending in -ent or -ant have a corresponding -ence or -ance form.

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

Day 5

**Students will:**
- Spell words using the correct suffix.

**Materials:**
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Day 3)
Supporting ELs

Many of the words in this unit have abstract meanings. Make sure as you introduce the sorts in the unit that ELs know what the words mean. Look for words that can be acted out, such as defiant, confident, assistance. Other words may require explanation and practice in using the words in oral sentences. Provide simpler synonyms for the words (such as helper/help for assistant/assistance) to demonstrate meaning.

It may be necessary to help students understand the different roles of adjectives and nouns in sentences.

Blending Practice

If students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word excellent on the chalkboard. Demonstrate how to divide the word into three syllables: between the two consonants x and c, and between the consonants I and I. Explain that you now have three syllables with short vowel sounds. Read each syllable and then blend the syllables together: ex/cel/lence: excellence. Continue to support students who need help with blending throughout the week, using the example words in the lesson.

Remind students to look for suffixes on new words they come across in their reading. Explain that breaking an unfamiliar word into its parts may help them recognize a base word, which makes the reading easier.

Review Abbreviations

Focus Words: Ave., atty., doz., mph, min., asst., Nov.

Ask students to tell what an abbreviation is. Then write the focus words on the chalkboard. Ask volunteers to tell you what the abbreviations stand for.

Introduce Suffixes -ent/-ence, -ant/-ance

Model

Write the word pairs excellent/excellence and fragrant/fragrance on the chalkboard. Circle the suffixes. Say: The suffixes -ent and -ant sound the same, as do the suffixes -ence and -ance. Listen as I pronounce the words: excellent, excellence, fragrant, fragrance.

Write the following sentence on the chalkboard: This is an excellent grade. Say: The word excellent is an adjective. If I want to make excellent into a noun, I change the suffix to -ence. Provide an example by writing this sentence on the chalkboard: For most people, excellence is something we like to achieve in the work we do.

Point to the word fragrant and explain that it is an adjective. On the chalkboard, write an example that adds the suffix -ance to make a noun: The flower has a nice fragrance.

Underline the e in the suffixes -ent and -ence, and the a in the suffixes -ant and -ance. Point out that if one form of the word has a suffix starting with e, the suffix in the other form will also start with e. And if one form of the word has a suffix starting with a, the suffix in the other form will also start with a.

Guide

Write obedient, dominance, convenience, and distant on the chalkboard. Ask students to tell you which words are nouns and which are adjectives. Ask students to provide examples of oral sentences using the words. Provide support if needed. Ask volunteers to come up and write either the noun or adjective form for each word next to the words on the chalkboard.

Apply

Ask students to look at the word pairs on the chalkboard. Ask them to write the answer to the following question in their word study notebooks. Ask: If you know how to spell one word that ends in -ent, -ence, -ant, or -ance, how do you know how to spell the other word form?
Spelling Words with Suffixes

Unit Spelling Words: different, difference, assistant, assistance, confident, confidence, defiant, defiance

Write the words different, difference, assistant, and assistance on the chalkboard. Underline the base word in each and circle the suffix. Ask students to read each word with you. Ask volunteers to provide oral sentences using the words. Provide support if needed. Ask students to copy the words in their word study notebooks and circle the suffixes. Have them write next to each word whether it is a noun or an adjective.

Write the words confide, confident, and confidence on the chalkboard. Ask students to read the words with you and have volunteers use the words in oral sentences.

Explain that some base words undergo a spelling change before the suffixes are added. Circle the silent e in the word confide. Say: When the suffixes -ant, -ance, -ent, or -ence are added to a base word that ends in silent e, the final e is dropped before the suffix is added.

Ask students to write the words confident and confidence in their word study notebooks and circle the suffixes. Have them write next to each word whether it is a noun or an adjective.

Write the word defy on the chalkboard. Explain that defy means “to challenge or resist authority.” Circle the y in defy. Say: When the suffixes -ant and -ance are added to base words ending in -y, the y changes to an i.

Write the words defiant and defiance on the chalkboard and circle the suffixes. Ask students which word is an adjective that could be used to describe someone. Then ask volunteers to use the words in oral sentences, providing support as needed.

Have students copy these in their word study notebooks and circle the suffixes in each. Have them write next to each word whether it is a noun or an adjective.

Assessment Tip

Notice which students misspell words by mixing the suffixes -ent and -ence or -ant and -ance in word pairs. You may want to work with these students to review the rule that -ant and -ance words go together, and -ent and -ence words go together. Reviewing base words and their association with the suffixes -ant and -ance may also be helpful.

If students have difficulty using the spelling words in meaningful sentences, work with them to define the words and write new sentences using them.

Supporting ELs

Make sure English Learners understand the meaning of the spelling words. If necessary, provide additional examples of the words used in oral sentences or ask students to pantomime the meaning of the words. For Spanish-speaking students, point out cognates for the spelling words: desafiante/defiant; diferente/different.

Home/School Connection

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

Pairing/Common Features Sort

<table>
<thead>
<tr>
<th>-ent</th>
<th>-ence</th>
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<tbody>
<tr>
<td>absent</td>
<td>absence</td>
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<tr>
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<td>innocence</td>
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<td>-ant</td>
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<tr>
<td>attendant</td>
<td>attendance</td>
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<tr>
<td>significant</td>
<td>significance</td>
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</tbody>
</table>

Meaning Sort

<table>
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<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>confidence</td>
<td>confident</td>
</tr>
<tr>
<td>convenience</td>
<td>convenient</td>
</tr>
<tr>
<td>defiance</td>
<td>defiant</td>
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<tr>
<td>difference</td>
<td>different</td>
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<tr>
<td>dominance</td>
<td>dominant</td>
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<tr>
<td>fragrance</td>
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<tr>
<td>intelligence</td>
<td>intelligent</td>
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<tr>
<td>prominence</td>
<td>prominent</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.

Review Suffixes -ent/-ence, -ant/-ance

Show students the anchor poster and ask a volunteer to tell you in his or her own words the rule for spelling the suffix of the adjective or noun form when the spelling of the other part of speech is known.

Write the words obedience, dominant, convenient, and distance on the chalkboard. Ask students to turn to a buddy, identify whether each word is an adjective or noun, and say the other form of the word pair for each word.

Pairing/Common Features Sort

Teacher Word Cards: absent, absence
Teacher Category Cards: -ent, -ence, -ant, -ance

Place the category cards next to each other in a pocket chart in the following order: -ent, -ence, -ant, -ance.

Hold up the words cards absent and absence and model where to place the words in the pocket chart.

Think aloud: The words absent and absence both start with the letters abs, so they form a word pair. I’ll place absent in the chart under the category -ent because it ends with the suffix -ent, and I’ll place absence in the chart under the category -ence because it ends with the suffix -ence.

Give students the suffix category cards from BLM 2 and the word cards from BLM 3. Have students work in pairs to sort the cards. Prompt them to explain why each pair of words “goes together” and why each word belongs in the category.

Meaning Sort

Give pairs of students the category cards Noun and Adjective from BLM 2. Ask the pairs to sort the word cards from BLM 4 according to whether they are nouns or adjectives.

Spelling. Select an -ent/-ence word pair and an -ant/-ance word pair from the spelling words. Ask students to use their word study notebook to write sentences that use the words. Tell them to think about the part of speech of each form of the word as they write.
Blind Sort

Teacher Category Cards: -ent, -ence, -ant, -ance

Place the category cards next to each other in a pocket chart in the following order: -ent, -ence, -ant, -ance.

Have students write the categories in a row in their word study notebooks.

Tell students that you will write one word from a word pair at a time on the chalkboard. They will copy the word in the appropriate category in their notebooks. Then, they will write the word that completes the word pair, also in the appropriate category.

Model an example of the sort for students. Write the word obedient on the chalkboard.

Think aloud: The word obedient ends with the suffix -ent, so I will write it in the -ent category in my notebook. Then I need to think of the other word in the word pair. Because the suffix in obedient starts with an e, I know the suffix of the other word will also start with an e. The word that completes the word pair is obedience, so I write that word in the -ence category.

Write one word from each word pair on BLM 5 on the chalkboard, one at a time, giving students time to write the word and its pair in their word study notebooks.

Give students the word cards from BLM 5 to check their spelling.

Oddballs

Remind students that the suffixes -ent or -ant usually signal an adjective. Provide the following examples: fragrant, innocent, important. Point out that suffixes -ence and -ance usually signal that the word is a noun: fragrance, innocence, importance. Provide examples of words that don’t follow this rule. For example, the word assistant is both an adjective and a noun. Provide other examples of words with -ant and -ent that are both adjectives and nouns: patient, attendant, adolescent.

Also explain to students that not all words ending in -ent or -ant have a corresponding -ence or -ance form. Examples of these words include ancient, consent, and deodorant.

As students perform the word hunt, they can write down any words like this that they find. For some words, students may need to use a dictionary to verify whether or not they have -ence or -ance forms.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the word with the correct meaning for each sentence. Remind them to think about whether the word that fits in the blank is a noun or an adjective.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the relationships between word pairs that end in -ent and -ence, and pairs that end in -ant and -ance. Note whether they need more practice in pairing the words or in predicting the spelling of one form of the word using the spelling of the other form.

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 words with the suffixes -ent, -ence, -ant, and -ance.

Take Charge of Your Health!

Many adolescents don’t think much about their health. Young people are often in excellent shape and only see the doctor for a yearly physical exam—or maybe as a patient in the emergency room after a sports injury or a fall.

Even for kids in good health, though, it is important to be proactive when it comes to taking care of yourself. The first step in taking charge of your own health is to understand the signs and symptoms of health problems that you already have. If you have a condition such as arthritis or allergies, find out from your parents or doctor what causes the condition and when you need to treat it to make your life easier.

The next step is to monitor your body. For example, you might notice a change in your weight or skin condition. Something seems out of the ordinary, describe the condition to your parents (or to a trusted adult, like your teacher or school nurse) and ask for their opinion. Chances are, there is nothing wrong and no need to worry, but it’s always better to be informed than ignorant when it comes to your health.

Finally, the best way to take charge of your health is to live a healthy lifestyle! Start off on the right foot by eating foods like fruits and vegetables and avoiding unhealthy foods such as candy, chips, and soda. Getting plenty of exercise is vital for your health, too. If you can walk, exercise regularly, and monitor your body, you can be confident that you are taking good care of your own health.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will read the passage and underline the words they find that end with the suffixes -ent or -ence. Then ask students to reread the passage, this time finding words that end with the suffixes -ant or -ance. After students have completed the word hunt, ask volunteers to share the words that they found.

Ask students to begin lists of words containing the suffixes -ent or -ence and -ant or -ance in their word study notebooks. They can start the lists by using the words in the passage. If students find only one form of a word, they should write the corresponding form that completes the word pair.

Then ask pairs of students to look through other texts, looking for words with these suffixes and adding them to the lists.

After students have had a chance to develop their lists, discuss with them which of their lists has the most words. Ask what this tells them about which set of suffixes is more common, -ent and -ence or -ant and -ance.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from the last unit’s spelling words to students, one at a time, and have students write the abbreviation on their BLMs: February, Honorable, miles per hour.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: difference, confidence, defiance.

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

The teacher needed a different assistant so she asked a confident student to help her.

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 word pairs with the suffixes -ent/-ence and -ant/-ance using the Quick-Check for Unit 1.

Suggestions for Independent Practice
Matching Definitions. Students select six to eight word cards, and write definitions for the words. Students may consult a dictionary as they write their definitions. After exchanging definitions and word cards with a partner, the partner matches each word with its definition.

Concentration. Students can select a set of cards for word pairs. Have them sort the word pairs, placing all -ent and -ant words together and the -ance and -ence words together. Taking half from each group, the students mix the cards, making two new sets, so that one half of each word pair is in a different pile. Students lay one set of cards facedown on the desk. To play, students take turns drawing a card from the pile and then trying to find the word that completes the word pair among the cards that are facedown on the desk.

Spelling Suffixes. Have pairs of students choose an even-numbered group of word cards. One student reads a word to the other student without showing the card. The second student tries to remember or figure out the spelling of the suffix, -ent or -ant, and -ance or -ence. Then students reverse roles until all the cards are gone. The student who spells the most suffixes correctly wins.

Mad Libs. Have students write a one- or two-paragraph story, leaving blanks in place of five or six nouns or adjectives. Then have students sort a set of word cards by part of speech. After they exchange stories with a partner, students can draw nouns and adjectives from the word card piles and write the randomly selected words in the blanks in the story. Ask a volunteer to read his or her story aloud. For each sentence with a new word, have students explain why the word does or does not make sense in the sentence.
Unit 1 Quick-Check:
Suffixes -ent/-ence, -ant/-ance

Answer Questions
Directions: Next to each word, write the word ending in -ent, -ence, -ant, or -ance that completes the word pair.

1. difference __________________
2. confident  __________________
3. assistant  __________________
4. defiance  __________________

Apply
Directions: In the space below, list three to five words you know that end in one of the following suffixes: -ent, -ence, -ant, or -ance.

____________   ____________   ____________   ____________   ____________

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

Word Bank
adherence    assistant    attendance    confident    defiant    difference    ignorance    persistent

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<tr>
<th>-ent</th>
<th>-ence</th>
<th>-ant</th>
<th>-ance</th>
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Think and Write about Suffixes -ent/-ence, -ant/-ance
Directions: In the space below, explain how understanding suffixes -ent/-ence and -ant/-ance helps you as a reader, speller, and writer.