Lesson Objectives

Day 1

Students will:
- Understand the common suffixes -ent, -ence, -ency, -ant, -ance, and -ancy
- Understand that -ent and -ant signal adjectives, and that -ence/-ency and -ance/-ancy signal nouns

Materials:
- Anchor Poster

Day 2

Students will:
- Understand that -ent, -ence, and -ency words go together, and that -ant, -ance, and -ancy words go together
- Sort words by base words and suffixes
- Write sentences using words with the suffixes -ent, -ence, -ency, -ant, -ance, and -ancy

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—ent/ence/ency, -ant/ance/ancy
- Teacher Word Cards—consistent, consistence, consistency, hesitant, haste, haste, hastiness, emergent, emergence, emergency

Day 3

Students will:
- Sort words by part of speech
- Use knowledge of spelling patterns for the suffixes -ent, -ence, -ency, -ant, -ance, and -ancy to spell words correctly
- Understand that not all words with -ent and -ence or -ant and -ancy have a corresponding -ency or -ancy form

Materials:
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Noun, Adjective
- Teacher Word Cards—same as BLM 5

Day 4

Students will:
- Identify words with the suffixes -ent, -ence, -ency, -ant, -ance, and -ancy in a passage
- Create lists of words organized by their suffixes
- Write a paragraph using words with the suffixes -ent, -ence, -ency, -ant, -ance, and -ancy

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

New Words

1. My ____________ is a brick house with a small yard.  __________________
2. My grandmother has an ____________ of vegetables in her large garden.  __________________
3. ______________ is a word that makes sense in the sentence. Beside each sentence, identify the
   word's part of speech by writing noun, adjective, or verb.
4. We took an exam that tested our ____________ in math.  __________________
5. One pound is ____________ to sixteen ounces.  __________________
6. Our neighbor, who is ____________, gives a lot of money to good causes.  __________________
7. The teacher looked ____________ as she waited for Josh to answer her question.  __________________
8. ______________, ______________, ______________, ______________.  __________________
9. ______________, ______________, ______________, ______________.  __________________

Suffixes -ent/-ence/-ency, -ant/-ance/-ancy

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Supporting ELs
Although the -ent/-ence and -ant/-ance word pairs are reviewed from a previous lesson, keep in mind that some ELs may not understand the meaning of the words. Wherever possible, use pictures or pantomime to suggest the meaning of the words.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word consistent on the chalkboard. Show how you divide the word into three syllables between the two consonants n and s, and the two consonants s and t. Explain that you now have three closed syllables with short vowel sounds. Read each syllable and then blend the syllables together: con/sis/tent: consistent. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -ent/-ence, -ant/-ance
Focus Words: absent, fragrant, confidence, defiance
Write the words absent and fragrant on the chalkboard. Ask students to identify the suffix in each word. Then ask volunteers to use the words in oral sentences. Tell students these words are adjectives. Ask them what ending you should add to make nouns. Write the words on the chalkboard.
Repeat with the words confidence and defiance, this time asking students to supply the adjective form of the words.

Introduce Suffixes -ent/-ence/-ency, -ant/-ance/-ancy
Model
Write the word pair persistent and persistence on the chalkboard. Say: In the last unit, we learned about the suffixes -ent, -ence, -ant, and -ance. For example, the word persistent ends with the suffix -ent and is an adjective. We learned that the word persistence ends with the suffix -ence and is a noun.
Explain that some words that end in the suffixes -ent, -ence, -ant, and -ance have a third form. Write the word persistency on the chalkboard. Say: We can add the suffix -ency to make the word persistency. Adding the suffix -ency makes a noun. The words persistence and persistency mean the same thing.
Write the word dominant on the chalkboard and underline the suffix. Explain that dominant is an adjective that describes someone or something that has the most control. Say: If I add the suffix -ance, I make the word dominance, which is a noun that means “control or authority.” If I add the suffix -ancy, I make the word dominancy, which is also a noun and means “control.”
Reinforce that the suffixes -ancy and -ency cannot be added to all words. Write the word different on the chalkboard. Say: I can add the suffix -ence to make the word difference. Write the word difference on the chalkboard. However, adding the suffix -ency doesn’t work. Write differency on the chalkboard. Differency is not a word.

Guide
Write the word hesitant on the chalkboard and circle the suffix. Ask students to tell you how you can make two nouns by adding either the suffixes -ance or -ancy. Write the words on the chalkboard and circle the suffixes.
Apply

Ask students to write two sentences, one using persistence and the other using hesitancy, in their word study notebooks. Have them refer to the anchor poster, if necessary, to remember how the suffixes affect the part of speech of a word.

Spelling Words with Suffixes

Unit Spelling Words: consistent, residence, compliancy, resident, consistence, consistency, residency, compliant, compliance

Write the words consistent, residence, and compliancy on the chalkboard. Ask volunteers to use the words in oral sentences. Prompt if necessary to make sure students understand the meaning of the words.

Ask volunteers to identify the base word of each of the words. Write the base words on the chalkboard: consist, reside, and comply. Say: What do you notice about the base words and the words with the suffixes -ent, -ence, and -ancy? Let’s look at how the spelling of the base word changes or doesn’t change when we add the suffixes.

Circle the base word as it appears in each spelling word on the chalkboard: consist, resid, and compli. Say: In consistent, the suffix is added to the complete base word, consist. The other base words have spelling changes before the suffixes are added. In residence, the base word reside drops the silent e before the suffix is added. In compliancy, the base word comply changes the y to an i before the suffix is added.

Write the remaining spelling words on the chalkboard. Ask volunteers to come up and circle the suffixes in each word.

Have students copy the spelling words in their word study notebooks. Then ask them to tell a partner the rules for adding the suffixes -ent/-ant, -ence/-ance, and -ency/-ancy to complete base words that don’t change, base words that end in silent e, and base words that end in y.

Assessment Tip

Note which students have difficulty adding the suffixes to base words. Help these students create a reminder chart such as the one shown here.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Notice . . .</th>
<th>Change?</th>
<th>New Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>consist</td>
<td>Complete word that does not end in silent e or y</td>
<td>No</td>
<td>consistent, consistence</td>
</tr>
<tr>
<td>reside</td>
<td>Ends in silent e</td>
<td>Drop silent e</td>
<td>resident, residence, residency</td>
</tr>
<tr>
<td>comply</td>
<td>Ends in y</td>
<td>Change y to i</td>
<td>compliant, compliance, compliancy</td>
</tr>
</tbody>
</table>

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.

Supporting ELs

Provide example of the Spanish cognate la residencia, which means both “residence” and “residency.” Explain that residency and residence can mean the same in English, too, but that residency can also mean “the period of training that follows medical school.”
Day Two

Base Words/Common Features Sort

-ent/-ence/-ency
resident, residence, residency emergent, emergence, emergency equivalent, equivalence, equivalency excellent, excellence, excellency persistent, persistence, persistency consistent, consistence, consistency dependent, dependence, dependency

-ant/-ance/-ancy
expectant, expectance, expectancy compliant, compliance, compliancy hesitant, hesitance, hesitancy

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/-ency, -ant/-ance/-ancy

Write the words residence and dominant on the chalkboard. Ask students to work with a partner to think of the four words that complete these -ent/-ence/-ency and -ant/-ance/-ancy word trios. (resident, residency, dominance, dominancy)

Ask them to explain to their partners how they know which suffixes to add to which words.

Base Word/Common Features Sort

Teacher Word Cards: consistent, consistence, consistency, hesitant, hesitance, hesitancy, emergent, emergence, emergency

Teacher Category Cards: -ent/-ence/-ency, -ant/-ance/-ancy

Place the teacher category cards next to each other in a pocket chart.

Hold up the word card consistent. Model sorting the word according to the base word and the suffix family.

Think aloud: The word consistent contains the base word consist, so I need to find the two other words with the same base word. Consistence and consistency have the same base word. They also have similar suffixes. I’ll place all three words under the suffixes -ent, -ence, and -ency.

Ask students to help you place the remaining cards. Prompt them to explain why the trio of words “goes together” and why each word belongs in the category. Discuss how the meanings of the base words (hesitate, emerge) change with the addition of the different suffixes.

Give each student a set of word cards from BLMs 3 and 4 along with the category cards for -ent/-ence/-ency and -ant/-ance/-ancy from BLM 2. Have students group the words into the appropriate categories. Then have them write the base word for each group of words in their word study notebooks and notice whether the spelling changes when the suffixes are added.

Spelling. Select one example word for each suffix (-ent/-ence/-ency and -ant/-ance/-ancy) from the unit spelling words. Ask students to use their word study notebooks to write sentences that use the words. Tell them to think about the part of speech of each word form as they write.
Day Three

Blind Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: Adjective, Noun

Remind students that the suffixes -ent/-ant signal adjectives, and the suffixes -ence/-ency and -ance/-ancy signal nouns. Also remind students that the suffixes -ent and -ant sound the same, as do the suffixes -ence and -ance and -ency and -ancy.

Place the teacher category cards in a pocket chart so that students can see them. Have students write the categories in their word study notebooks.

Tell students that you will call out one word at a time and they will write the word in the appropriate category in their notebooks. Use the words from BLM 5.

This sort will allow students to practice spelling the words as well as help them differentiate between adjectives and nouns. Remind students that if they can remember the spelling of one form of the word, they can figure out the spellings of the other forms, because -ent, -ence, and -ency words go together, and -ant, -ance, and -ancy words go together. If students need support, write the words on the chalkboard to either model the spelling or to have students check their spelling.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the correct form of the word with the correct meaning and identifying its part of speech.

Oddballs

Refer to word pairs from the Day One lesson, such as different and difference or fragrant and fragrance, to remind students that there are words that lack a third form ending in -ency or -ancy. Explain that they cannot always create a real word by adding these suffixes. The only way to know which -ency or -ancy words are real is to memorize the words from their reading or use a dictionary to check them. Ask students to brainstorm other -ent/-ence and -ant/-ance words that lack -ency/-ancy forms, for example, absent/absence and distant/distance.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the meanings of the words and their suffixes. Note whether they need more practice in using the words or a review of the part of speech indicated by each suffix.

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 4: Unit 2: Suffixes

Reading Passage (BLM 9)

Home/School Connection

Supporting ELs

Spelling Dictation

Spelling Practice

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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 -ent/-ence/-ency and -ant/-ance/-ancy words using the Quick-Check for Unit 2.

Suggestions for Independent Practice

Acrostics. Give pairs of students a sheet of graph paper and a set of word cards. One student draws a card and reads the word aloud. The other student writes the word on the graph paper. Then the students reverse roles. After the first turn, students must write their word so that it overlaps at least one letter from one word already on the paper. Challenge students to fit all the words in their acrostic.

Making Pairs and Trios. Give pairs of students the word cards from BLMs 3–5. Each student draws seven cards. The remaining cards are placed facedown in a pile. One student starts by seeing if he or she can make a pair or trio of words (for example, any two or three of the words consistent, consistence, consistency). If so, he or she lays the cards faceup. If not, the student draws a card, and play passes to the other student. Students try to make pairs or trios from the cards they have in their hands. They can add to pairs already played. The player who gets rid of all the cards in his or her hand first wins.

Charades. Sort the word cards to create a set that includes only one form of each word. Divide students into two teams. Draw a word and show it to the first player, keeping it secret from the other students. The player acts out the meaning of the word while the two teams try to guess the word. The team that guesses the word first gets a point. Extra points may be awarded if the team can provide the other two forms of the word. Players from the two teams take turns acting out the meaning. The winner is the team with the most points when all the words have been guessed.
Unit 2 Quick-Check: Suffixes -ent/-ence/-ency, -ant/-ance/-ancy

Answer Questions
Directions: Write the word ending in -ent, -ence, -ency, -ant, -ance, or -ancy that completes the word trio.

1. lenient, ____________, leniency
2. ____________, brilliance, brilliancy
3. equivalent, equivalence, ____________
4. hesitant, hesitance, ____________

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

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
hesitant, competency, compliant, emergency, expectancy, brilliance, persistent, residence

Think and Write about Suffixes -ent/-ence/-ency, -ant/-ance/-ancy

Directions: In the space below, explain how understanding that the suffixes -ent and -ant signal adjectives and that the suffixes -ence/-ency and -ance/-ancy signal nouns helps you as a reader, speller, and writer.