Lesson Objectives

Day 1

Students will:
- Understand the common suffixes -able and -ible
- Understand that -able and -ible signal adjectives
- Understand the relationship between the presence or absence of base words and the suffixes -able and -ible
- Read and write words with the suffixes -able and -ible
- Generate oral and written sentences using -able and -ible words

Materials:
- Anchor Poster

Day 2

Students will:
- Sort words by common features
- Write sentences using words with the suffixes -able and -ible

Materials:
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3

Day 3

Students will:
- Perform a timed sort of words by suffixes/spelling patterns
- Understand that -able is the most common spelling of the suffix

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4

Students will:
- Identify words with the suffixes -able and -ible in a passage
- Create lists of words organized by their suffixes/spelling patterns
- Add suffixes to verbs to make adjectives

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

Suffixes -able, -ible

- Word Study Notebooks
- Classroom Activity (BLM 7)
- Take-Home Activity (BLM 6)
- Spelling Dictation (BLM 10)
- Spelling Peer Check (BLM 11)

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Stopwatches (Day 3)
Day One

Supporting ELs
Discuss with ELs that the suffix -able makes adjectives. This will help them understand the meaning of -able as a suffix, and the meaning of words with this suffix.

Make sure ELs understand the meaning of words like enjoyable, edible, comfortable, indelible, and other words used in the unit. Provide more oral sentences using the words and/or use pictures or gestures to help explain their meanings. For example, magazine pictures of foods may help explain the meaning of edible.

Blending Practice
If some students have difficulty reading the words, point out how dividing the word into smaller chunks and syllables can help them read the word. For example, write the word preferable on the chalkboard. Point out the -able ending. Then show how you use syllabification rules to divide the rest of the word, before the consonant f and after the consonant r. pre/fer/able. Point out the prefix pre- and remind students that this is an open syllable. Point out that the second syllable is an r-influenced syllable and also looks like a word they know, her. Read each chunk in the word and then blend them together: pre/fer/able: preferable. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -ent/-ence/-ency, -ant/-ance/-ancy
Focus Words: competent, competence, expectant, expectancy, lenient, lenience, leniency
Write the words competent, competence, expectant, expectancy on the chalkboard. Ask students to identify the suffix in each word. Say: The suffixes -ent and -ant signal adjectives, and the suffixes -ence and -ance signal nouns. What other suffixes signal nouns? (-ency, -ancy)
Write the remaining words on the chalkboard and have students complete the trio of words.

Introduce Suffixes -able, -ible

Model
Write the following sentences on the chalkboard: I enjoy reading. Reading is ______. Circle the word enjoy in the first sentence. Say: I need the adjective form of the word enjoy to complete the second sentence.
Write the word enjoyable in the blank. Say: Enjoyable has the suffix -able. The suffix means "can be done."
Write the following sentences on the chalkboard: The reverse of this shirt is nice. The shirt is ______. Say: Now I need the adjective form of the word reverse, which means "able to be reversed," to complete the second sentence. I can add a suffix to the base word reverse to make the adjective. I'll add the suffix -ible.
Write the word reversible in the blank in the second sentence. Say: How do I know when to add -able and when to add -ible? The suffix -able is usually added to base words, or words that can stand alone. The suffix -ible is usually added to Greek or Latin roots. In the word reverse, ver is a Latin root, not a base word.

Guide
Write the base and roots for the words allow, comfort, credit (root: cred), and conduct (root: duct) on the chalkboard. Guide students to use the words in oral sentences and then decide whether to add -able or -ible to make the adjective form. Show students the anchor poster and tell them to use it to help them remember.

Apply
Ask students to write three sentences in their word study notebooks about their hobbies or activities, using the adjectives adaptable, preferable, and incredible.
**Spelling Words with -able, -ible**

**Unit Spelling Words:** affordable, adaptable, dependable, reasonable, compatible, feasible, formidable, digestible

Write the spelling words on the chalkboard, grouping the -able words together and the -ible words together. Ask students to examine each category to see if they notice a pattern. **Say:** When is the suffix spelled -able and when is it spelled -ible?

Circle the base word in each -able word. **Say:** The suffix -able is usually added to base words, like the base word afford in affordable and depend in dependable. The base words are verbs. Adding -able turns the verbs into adjectives. Words with the -ible suffix usually do not contain a base word, or corresponding verb form.

Explain to students that if they are unsure whether to spell a suffix -able or -ible, they can look for a base word. If the adjective contains a base word, most often the suffix will be spelled -able.

Circle the words formidable and digestible on the chalkboard. Explain that these words and others like them are oddballs. The word formidable takes the suffix -able, even though formid is not a base word. The word digestible takes the suffix -ible, even though digest is a base word. Tell students that the only way to know the spelling of these exceptions is to memorize them.

Ask students to copy each spelling word from the chalkboard into their word study notebooks. Have them circle the base words where they can. Then have them write a rule for adding -able or -ible to words.

**Assessment Tip**

Use students’ word study notebooks to assess their understanding of the rule regarding base words and the suffixes -able and -ible. If students are having difficulty, you may want to review base words with them and reteach the concept of -able with base words and -ible with no base words.

Note which students have difficulty using the spelling words in meaningful sentences. Have students work with a partner or use a dictionary to check the meaning of each word, and then write new sentences.

**Supporting ELs**

Pair ELs with a classmate to work together to create definitions in their own words for each spelling word. Definitions may be delivered in writing, words, or gestures. Encourage students to use demonstrations or role-plays if their partner is having difficulty understanding a word.

**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.
Day Two

Providing Support
If any students struggle with the “Common Features Sort,” pair the struggling student with a classmate who shows understanding of the concepts. Have the students redo the “Common Features Sort” together, explaining each step aloud.

Review Suffixes -able, -ible
Write the base word question and the word root compat on the chalkboard, along with the suffixes -able and -ible. Ask students which suffix goes with which word. Have them explain how they know which suffix to add. Ask a volunteer to use the words in oral sentences.

Common Features Sort

<table>
<thead>
<tr>
<th>Base Word + -able</th>
<th>No Base Word + -ible</th>
<th>Oddballs</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoyable</td>
<td>invincible</td>
<td>resistible</td>
</tr>
<tr>
<td>profitable</td>
<td>edible</td>
<td>formidible</td>
</tr>
<tr>
<td>predictable</td>
<td>plausible</td>
<td></td>
</tr>
<tr>
<td>laughable</td>
<td>indelible</td>
<td></td>
</tr>
<tr>
<td>punishable</td>
<td>eligible</td>
<td></td>
</tr>
<tr>
<td>adaptable</td>
<td>corruptible</td>
<td></td>
</tr>
<tr>
<td>attainable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>perishable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>invincible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>edible</td>
<td></td>
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<tr>
<td>plausible</td>
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<tr>
<td>indelible</td>
<td></td>
<td></td>
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<tr>
<td>eligible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>corruptible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Base Word + -able</th>
<th>No Base Word + -ible</th>
<th>Oddballs</th>
</tr>
</thead>
<tbody>
<tr>
<td>questionable</td>
<td>irascible</td>
<td>memorable</td>
</tr>
<tr>
<td>decipherable</td>
<td>foible</td>
<td>inevitable</td>
</tr>
<tr>
<td>sustainable</td>
<td>feasible</td>
<td>digestible</td>
</tr>
<tr>
<td>affordable</td>
<td>compatible</td>
<td></td>
</tr>
<tr>
<td>agreeable</td>
<td>tangible</td>
<td></td>
</tr>
<tr>
<td>comfortable</td>
<td>terrible</td>
<td></td>
</tr>
<tr>
<td>dependable</td>
<td></td>
<td></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.
Day Three

**Assessment Tip**

After students complete BLM 7, review their worksheets to assess their understanding of the relationship between the presence of base words and the suffix 
-able and the absence of base words and the suffix -ible. Note whether they need more practice in the concept, or a review of the oddball words that do not fit in either category.

**Speed Sort**

<table>
<thead>
<tr>
<th>Base Word -able</th>
<th>No Base Word -ible</th>
<th>Oddballs</th>
</tr>
</thead>
<tbody>
<tr>
<td>allowable</td>
<td>fallible</td>
<td>exhaustible</td>
</tr>
<tr>
<td>avoidable</td>
<td>possible</td>
<td>contemptible</td>
</tr>
<tr>
<td>expandable</td>
<td>horrible</td>
<td>combustible</td>
</tr>
<tr>
<td>favorable</td>
<td>incredible</td>
<td></td>
</tr>
<tr>
<td>reasonable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>respectable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>washable</td>
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<td></td>
</tr>
</tbody>
</table>

**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.

**Applying Meaning.**

Give students BLM 7 and ask them to complete the cloze, choosing the word with the correct spelling of the suffix and that makes sense in the sentence.

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**Speed Sort**

Provide students with the category cards from BLM 2, a set of word cards from BLM 5, and a stopwatch. Have students time themselves as they sort the word cards.

When students finish, have them write their time on their paper and hand it to another student to "grade." The other student makes sure all the words have been sorted correctly. For each word incorrectly sorted, the student must add two seconds to his or her time.

Have students repeat the sort to see if they can improve their time and/or accuracy.

Ask students, based on the results of their sorts, which suffix they think is more common, -able or -ible. (able) Ask students how this knowledge might help them when they are unsure whether to spell a suffix -able or -ible. Tell them, when in doubt, to guess -able because it is more common.

**Applying Meaning.** Give students BLM 7 and ask them to complete the cloze, choosing the word with the correct spelling of the suffix and that makes sense in the sentence.
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 adjectives with the suffixes -able and -ible.

Word Hunt

Give students a copy of the reading passage on BLM 9. Instruct them to read the passage and underline the words they find that end with the suffix -able.

After students have completed the word hunt, ask volunteers to share the words that they found. Have them identify oddball words. (oddball: memorable)

Next, have students read the passage a second time, finding and circling words that end with the suffix -ible, and noting oddballs. (no oddballs)

Ask pairs of students to begin lists of words containing the suffixes -able and -ible in their word study notebooks, placing a star next to oddballs.

Then ask the pairs to look at the passage a third time. Are there any verbs in the text to which they can add the suffix -able or -ible and create an adjective? Allow students to use a dictionary to check whether or not the words they create are real words, and to make sure they have spelled the suffix correctly. Students can add these adjectives to their lists.

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: resident, compliance, compliancy.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: affordable, compatible, feasible.

Dictate the following sentence and have students write it on their papers: If the price is reasonable, this dependable car is a possible replacement for our old car.

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 adjectives with the suffixes -able and -ible using the Quick-Check for Unit 3.

Suggestions for Independent Practice
Fill in the Blank. Have students write meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them. For some sentences, there may be more than one word that makes sense in the sentence.

Basket-Spell. Divide students into two teams. The first contestant is given a word to spell. If he or she spells it correctly, the team gets a point. In addition, the contestant then has the opportunity to earn extra points. He or she attempts to throw a “ball” (foam, crumpled paper, etc.) into a “basket” (such as a trash can). Establish different distances from which the contestant can shoot the ball. If the contestant makes the basket from the farthest distance, the team gets three more points; from the middle distance, two points; and from the closest distance, one point. Players from each team alternate until everyone has taken a turn. The team with the most points wins.

Word Scramble. Have students write ten scrambled words from the word cards on a sheet of paper. Students exchange papers with another student and try to unscramble the words. You can use a stopwatch to time the students and see who can unscramble the words the fastest.

Crossword Puzzle. Have students work in small groups to create simple crossword puzzles using words from the word cards. They will write a clue for each word and draw boxes on a sheet of graph paper in which to write the word. Students can exchange puzzles with another group and try to solve them.
Unit 3 Quick-Check: Suffixes -able, -ible

Answer Questions
Directions: Choose the word for each question that does not have the correct spelling of the suffix -able or -ible. Next to each incorrect word, write the correct spelling.

1. a. profitable ____________  b. plausible ____________  c. perishable ____________  d. punishable ____________
2. a. laughable ____________  b. adaptable ____________  c. reproducible ____________  d. tangible ____________
3. a. attainable ____________  b. favorable ____________  c. expandable ____________  d. combustable ____________
4. a. questionable ____________  b. formidable ____________  c. respectable ____________  d. avoidable ____________

Apply
Directions: In the space below, list three to five words you know that have the suffix -able or -ible.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>-able</th>
<th>-ible</th>
<th>Oddballs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Word Bank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>decipherable, corruptible, infallible, gullible, resistible, sustainable, agreeable, preferable</td>
</tr>
</tbody>
</table>

Think and Write about Suffixes -able, -ible
Directions: In the space below, explain how understanding that the suffix -able is added to base words and is more common than -ible helps you as a reader, speller, and writer.