Lesson Objectives

**Day 1**

**Students will:**
- Understand that *-able* and *-ible* signal adjectives
- Use *-able* and *-ible* words in oral sentences
- Understand the spelling patterns for adding *-able* and *-ible*
- Form adjectives by adding the suffixes *-able* and *-ible* to base words ending in *e* and *y*

**Materials:**
- Anchor Poster

**Day 2**

**Students will:**
- Sort words by spelling patterns
- Write sentences using words with the suffixes *-able* and *-ible*

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 4: Take-Home Activity
- Teacher Category Cards—e-Drop; Keep *e*; *y* to *i*; e-Drop + *-ible*
- Teacher Word Cards—reusable, enforceable, sensible, reliable

**Day 3**

**Students will:**
- Sort words by spelling patterns
- Use knowledge of e-Drop, Keep *e*, *y* to *i*, and e-Drop + *-ible* spelling patterns to spell words correctly

**Materials:**
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

**Day 4**

**Students will:**
- Identify words with the spelling patterns e-Drop, Keep *e*, *y* to *i*, and e-Drop + *-ible* in a passage
- Create lists of words organized by their spelling patterns/suffixes
- Understand that e-Drop + *-able* is the most common spelling pattern
- Use knowledge of e-Drop, Keep *e*, *y* to *i*, and e-Drop + *-ible* spelling patterns to spell words correctly

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

**Day 5**

**Students will:**
- Use knowledge of e-Drop, Keep *e*, *y* to *i*, and e-Drop + *-ible* spelling patterns to spell words correctly

**Materials:**
- Quick-Check Assessment

**Suffixes -able, -ible with e-Drop and y to i**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>-able</em></td>
<td>able to be</td>
</tr>
<tr>
<td><em>-ible</em></td>
<td>able to</td>
</tr>
</tbody>
</table>

**Examples:**
- *adaptable* (able to adapt)
- *enthusiastic* (able to be enthusiastic)

**Additional Materials:**
- Word Study Notebooks
- Pocket Chart
Day One

Supporting ELs
Although the review words with -able and -ible are from a previous lesson, keep in mind that some ELs may not understand the meaning of the words. Cognates such as posible/possible and indeleble/indeleble in Spanish may help ELs grasp the meanings.

Support ELs by providing concrete objects wherever possible to help illustrate the meanings of words. For example, common items such as money or jewelry can help show the meaning of valuable, while a reversible garment is a good way to communicate the meaning of reversible.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word possible on the chalkboard. Show how you divide the word into three syllables between the two consonants, s, and s, and between the vowel i and the consonant b. Read each syllable and then blend the syllables together: pos/si/ble: possible. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -able, -ible
Focus Words: attainable, indelible, formidable
Write the focus words attainable and indelible on the chalkboard. Ask students what they remember about the rules for base words and the suffixes -able and -ible. Remind them that most often, the suffix -able is added to base words. Words with the suffix spelled -ible usually do not have a base word.

Ask a volunteer to explain why the word formidable is an oddball.

Introduce Suffixes -able, -ible with e-Drop and y to i
Model
Write the words valuable, noticeable, and reversible in a row on the chalkboard. Say: I already know that I can add the suffixes -able and -ible to base words and word roots. The suffixes -able and -ible mean “capable of or possessing.” They make verbs into adjectives. So valuable means “possessing value” and noticeable means “attracting attention” or, in other words, “able to be noticed.” Reversible means “able to be reversed.”

Write the word variable on the chalkboard. Say: Variable means “likely to change” or in other words, “able to vary.” It is another example of a word in which the base word changes spelling when I add the suffix -able.

Write the base word vary above variable on the chalkboard. Say: Notice the difference between the base word vary and the -able word, variable. When the suffix is added to words that end in y, the y is changed to i.

Write the base words value, notice, and reverse above the words on the chalkboard. Point out that all end in e. Say: When a suffix is added to words that end in e, the e is dropped.

Guide
Ask a volunteer to explain in his or her own words what the difference is between a word like attainable and a word like valuable. (The base word in attainable stays the same, while the base word in valuable changes spelling.)

Have students use the adjectives on the chalkboard in oral sentences to make sure they understand their meaning and how to pronounce them.

Apply
Ask students to work with a partner to write the rules for adding suffixes in their word study notebooks. Tell them to provide examples for each rule.
Spelling Words with Suffixes -able, -ible

Unit Spelling Words: usable, replaceable, sensible, reliable, admirable, agreeable, defensible, identifiable

Draw a chart on the chalkboard with the categories e-Drop, Keep e, e-Drop + -ible, and y to i. Say: As we just saw, some base words change spelling before we add -able or -ible.

Write the words usable and replaceable on the chalkboard along with their base words, use and replace. Ask students what difference they notice in the base words when -able is added. Say: Both base words end in e. But use drops the e before -able is added, while replace keeps the e. The e is kept when dropping it would cause a change in pronunciation. Remember the rules for hard and soft c. In replaceable, the c would become hard if you dropped the silent e. So this word keeps the e. In usable, the pronunciation would be the same with or without the e, so the e is dropped.

Ask students where to write usable and replaceable in the chart on the chalkboard. (under e-Drop; under Keep e.)

Explain that adding -able after an e-drop is the most common pattern, but there are words that take -ible after an e-drop. Write the word sensible on the chalkboard, along with its base word, sense. Note that most base words that drop their final e and add -ible end in the letters se or ce. But some base words ending in se drop the e and take -able, for example, usable. Tell students that the only way to know how to spell the suffix in these oddballs is to memorize them. Add sensible to the chart on the chalkboard under e-Drop + -ible.

Write the word reliable on the chalkboard, along with its base word, rely. Explain to students that this is another case in which the base word undergoes a spelling change before adding -able. Say: In words that end in y, the y changes to an i before -able is added.

Write reliable in the chart under y to i.

Ask a volunteer to explain how he or she can tell when to drop e from a base word before adding -able. Ask another volunteer to state what happens to base words that end in y when -able is added.

Write the base words admire, agree, defense, and identify on the chalkboard. Ask a volunteer to come to the chalkboard, add -able or -ible to a base word, and write the new word under the correct heading in the chart. (You may want to tell students that defense is an oddball.)

Show students the anchor poster and tell them to use it to help them remember when to drop the e and when not to.

Read the words with students and have them copy the words in their word study notebooks.
Day Two

Pattern Sort

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>Keep e</th>
</tr>
</thead>
<tbody>
<tr>
<td>reusable</td>
<td>noticeable</td>
</tr>
<tr>
<td>adorable</td>
<td>replaceable</td>
</tr>
<tr>
<td>consumable</td>
<td>enforceable</td>
</tr>
<tr>
<td>excusable</td>
<td>salvageable</td>
</tr>
<tr>
<td>valuable</td>
<td>knowledgeable</td>
</tr>
<tr>
<td>undesirable</td>
<td>exchangeable</td>
</tr>
<tr>
<td>pleasurable</td>
<td>agreeable</td>
</tr>
<tr>
<td>unimaginable</td>
<td>manageable</td>
</tr>
<tr>
<td>admirable</td>
<td></td>
</tr>
<tr>
<td>confusable</td>
<td></td>
</tr>
<tr>
<td>desirable</td>
<td></td>
</tr>
<tr>
<td>immovable</td>
<td></td>
</tr>
<tr>
<td>incomparable</td>
<td></td>
</tr>
<tr>
<td>invaluable</td>
<td></td>
</tr>
<tr>
<td>lovable</td>
<td></td>
</tr>
<tr>
<td>opposable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>y to i</th>
<th>e-Drop + ible</th>
</tr>
</thead>
<tbody>
<tr>
<td>reliable</td>
<td>sensible</td>
</tr>
<tr>
<td>undeniable</td>
<td>defensible</td>
</tr>
<tr>
<td>identifiable</td>
<td>responsible</td>
</tr>
<tr>
<td>variable</td>
<td>reversible</td>
</tr>
</tbody>
</table>

Providing Support

When looking for base words, students may find words with prefixes such as undeniable or immovable confusing, since undeny and immove are not words. Remind them to remove prefixes such as un- or im- to find a base word.

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 -able, -ible with e-Drop and y to i

Show students the anchor poster and ask volunteers to explain in their own words when to drop the final e and when to keep the final e when they add -able and -ible to base words. Then ask another volunteer to explain what happens to base words ending in y when the suffix -able is added.

Write the base words consume, disagree, and verify on the chalkboard. Ask students to turn to a partner and explain what happens when they add -able to each word.

Pattern Sort

Teacher Word Cards: reusable, enforceable, sensible, reliable
Teacher Category Cards: e-Drop, Keep e, y to i, e-Drop + -ible

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

Hold up the word card reusable and model sorting by the way the final letter of the base word is affected by the addition of -able or -ible. Model where to place the word in the pocket chart.

Think aloud: The base word of reusable is use. The final e in use does not affect the pronunciation when I add the suffix -able, so the final e is dropped. This word belongs in the category e-Drop.

Hold up the word card enforceable. Explain that the base word is enforce, which has a soft c at the end. Explain that if the e were dropped, the c would no longer be a soft c. For that reason, we keep the e before adding -able.

Hold up the word card sensible. Explain that the base word, sense, has the /s/ sound at the end. Remind them that the letter i often follows words with a /s/ sound. Explain that the e is dropped because the s will keep its /s/ sound before the suffix -ible. Place the card in the pocket chart.

Hold up the word card reliable. Tell students the base word is rely. Ask them where they think this card should be placed in the pocket chart and why. Make sure they understand that the final y is changed to i before adding -able.

Give pairs of students the word cards from BLMs 3 and 4, as well as the category cards from BLM 2, and have them sort the words into the correct categories.

Spelling. Ask students to choose one spelling word that belongs to each category used in the sort. (e-Drop, Keep e, y to i, and e-Drop + -ible) Have students write sentences using the four words in their word study notebooks.
**Buddy/Writing Sort**

Give pairs of students the category cards and ask them to write the categories in their word study notebooks. Give each pair a set of word cards from BLM 5.

Direct one student to pick a word card and read the word aloud to his or her partner, without showing the card. The second student writes the word in his or her notebook under the correct category, using the correct spelling. Students alternate roles until all the word cards have been read and written.

After students have finished, have them exchange notebooks and check each other's sorting and spelling.

Ask students to note spelling patterns or individual words that they find difficult to spell so that they can practice these words further.

**Applying Meaning.** Give students BLM 7 and have them complete the matching and cloze activities, choosing the correct definition, spelling, and meaning.

**Assessment Tip**

Use students' completed BLM 7 to assess their understanding of e-Drop and y to i spelling patterns in words with the suffixes -able and -ible. Note whether they need more practice in recognizing and applying the patterns.

**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

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 e-Drop, Keep e, y to i, and e-Drop + -ible words.

Word Hunt

Give students the passage on BLM 9. Tell them to read the passage and circle the words in which the e is kept before adding -able. Have students read the passage again, placing a box around words in which the e is dropped before adding -able.

Then, have students read the passage a third time and underline words in which a final y changes to an i before adding -able. Lastly, have students mark with a star the words in which the e is dropped before adding -ible.

Write the four categories on the chalkboard. Ask volunteers to share the words that they found in each category. Write the words on the chalkboard.

Ask students to begin lists of e-Drop, Keep e, y to i, and e-Drop + -ible words in their word study notebooks.

Have students write a brief paragraph in their word study notebooks describing their room or another room in their home, using at least four e-Drop, Keep e, y to i, or e-Drop + -ible words.

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: reasonable, compatible, formidable.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: admirable, replaceable, reliable.

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

Since we remembered to wear sensible clothing and bring a reliable map, our hike was agreeable.

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 suffixes -able and -ible using the Quick-Check for Unit 4.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort into categories of positive and negative; that is, whether they believe each adjective describes a good or bad quality. For example, students might feel that reusable is positive, while confusable is negative. Students might not always agree on how to categorize a word. They can discuss and provide examples until they convince their partner or group members.

Definitions Game. Give groups of three students the category cards and have students write definitions for five words in each category on slips of paper. Have students lay the category cards out on a desk or table and place the definitions of the words facedown under the correct category. One student acts as judge while two students are players. The first player turns over a definition and tries to guess the word described. The “judge” lets the student know if he or she is right or wrong. If successful, the student earns a point and the definition is discarded. If unsuccessful, the definition is returned facedown and play passes to the next student until all the words have been guessed.

What's the Suffix? Have pairs of students choose an even-numbered group of word cards that includes both -able and -ible words. One student reads a word to the second student who tries to remember whether the spelling of the suffix is -able or -ible. Then students switch roles until the cards are gone. The student who spells the most suffixes correctly wins.

Timed Reading. Have pairs of students select up to twenty word cards. Allow them to practice pronouncing the words together. Then have one student read the words while the other student times his or her reading with a stopwatch. Students should switch roles, and can time additional readings to see if they can improve their times.

UNIT 4 QUICK-CHECK: SUFFIXES -ABLE AND -IBLE

Answer Key Unit 4 Quick-Check

Answer Key BLM 6

e-Drop

excusable
unimaginable
notable
recognizable
removable

Keep e

manageable
disagreeable
balanceable
peaceable

Y to i

unreliable
invariable
identifiable

E-Drop + -ible

reducible
insensible
responsible
collapsible

Answer Key BLM 7

1. disagreeable, f
2. responsible, c
3. unreliable, e
4. adorable, b
5. recognizable, g
6. persuadable, d
7. salvageable, a
8. noticeable
9. serviceable
10. admirable

Answer Key BLM 8

1. undesirable, e
2. peaceable, i
3. defensible, h
4. sensible, f
5. submersible, d
6. valuable, c
7. measurable, b
8. inadvisable, j
9. confusabale, a
10. variable, g

©2010 Benchmark Education Company, LLC

Word Study & Vocabulary 4: Unit 4: Suffixes -able, -ible with e-drop and y to i
Unit 4 Quick-Check: Suffixes -able and -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. reusable ____________ 3. a. pleasureable ____________
   b. invaryable ____________  b. opposable ____________
   c. noticeable ____________  c. reliable ____________
   d. unimaginable ____________  d. deplorable ____________

2. a. responsible ____________ 4. a. identifiable ____________
   b. valuable ____________  b. adorable ____________
   c. manageable ____________  c. sensible ____________
   d. exchangable ____________  d. knowledgeable ____________

Apply
Directions: In the space below, list three to five words you know whose base words end in e or y and that end in 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>e-Drop</th>
<th>Keep e</th>
<th>y to i</th>
<th>e-Drop + -ible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
salvageable, undeniable, defensible, conceivable, incurable, peaceable, convincible, verifiable

Think and Write about Suffixes -able, -ible with e-Drop and y to i
Directions: In the space below, explain how understanding the rules about adding the suffixes -able and -ible helps you as a reader, speller, and writer.

_____________________________________________________________________________