Lesson Objectives

Day 1

Students will:
- Understand that **com-** means "with, together"
- Understand that **com-** changes spelling
- Understand how to use the meanings of the prefix and base words or roots to determine meaning of words
- Brainstorm words with the prefixes **com-**, **col-**, **cor-**, **co-**, and **con-**
- Predict rules for spelling changes in the prefix **com-**
- Understand the spelling patterns **com-**, **col-**, **cor-**, **co-**, and **con-**
- Read and write words with the prefixes **com-**, **col-**, **cor-**, **co-**, and **con-**

Day 2

Students will:
- Sort words by spelling patterns
- Articulate the reasons why **com-** changes spelling or stays the same in given words

Materials:
- Anchor Poster
- BLM 1: Category Cards
- BLM 2: Anchor Chart
- BLM 3: Take-Home Activity
- BLM 4: Teacher Word Cards—same as BLM 3

Day 3

Students will:
- Sort words by spelling patterns in a buddy sort
- Use understanding of the meanings of the prefix **com-** and base words/roots to define words

Materials:
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Two Syllables, Three Syllables, Four Syllables
- Teacher Word Cards—compensate, corroborate

Day 4

Students will:
- Identify words with the spelling patterns **com-**, **col-**, **cor-**, **co-**, and **con-** in a passage
- Write a paragraph using **com-** words
- Use knowledge of **com-**, **col-**, **cor-**, **co-**, and **con-** 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 **com-**, **col-**, **cor-**, and **con-** spelling patterns to spell words correctly

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Day 1)
Supporting ELs
Make sure that ELs understand the meaning of **com-**, and that the prefix spellings **com-**, **col-**, **cor-**, **co-**, and **con-** all have the same meaning. Spanish speakers should easily understand as the Spanish preposition **con** also means “with.” The Spanish word for “together,” another meaning of **con**, is **junto(a)**.

Make sure ELs understand the meaning of the words **committee**, **collaborate**, **correlate**, **coexist**, and **confer**. If necessary, provide examples of the words used in oral sentences. You might ask students to act out the meaning of words such as **collaborate** and **confer**.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **combination** on the chalkboard. Remind students that each syllable has one vowel sound. Point out the five vowels, but explain that the **io** in the suffix -**tion** makes one vowel sound. This means that there are four syllables. Show how you divide the word into two syllables between the consonants **m** and **b**, after the **n**, and after the **a**. Show how you read each syllable, applying syllable pattern rules to read each one, and then blend the syllables together: **com/bi/n/a/tion**: combination. Continue to support students who need help with blending throughout the week, using the example words from the lesson.

Review Prefix Assimilation in-
Focus Words: insecure, impatient, immediate, illogical, irregular
Ask students to name the four ways that the prefix can be spelled. (**in-**, **im-**, **il-**, **ir-**)
Discuss why the spelling changes. (The prefix is assimilated into the beginning sound of the word to make the word easier to pronounce.)
Write the base words secure, patient, mediate, logical, and regular on the chalkboard. Ask students which spelling of the prefix in- goes with each base word. Have students pronounce the complete word.

Introduce Prefix Assimilation com-
Model
Write the word **committee** on the chalkboard and read it aloud. Circle the prefix and the root **mit**. **Say**: The prefix com- means “with” or “together.” The root mit means “send.” These clues help you understand that **committee** means “a group of people who come together to address an issue.”

Explain that in some cases, the prefix com- changes spelling. Write the words **collaborate**, **correlate**, **coexist**, and **confer** on the chalkboard. Circle the prefix in each word. **Say**: All of these prefixes are spelling variations of com-, and they all mean “with” or “together.” In the word **collaborate**, you see the root **labor**, which means “work.” So **collaborate** means “work together.”

Continue to discuss how the prefix affects the meanings of the words on the chalkboard.

Guide
Write the prefix spellings **com-**, **col-**, **cor-**, **co-**, and **con-** as column heads on the chalkboard. Ask students to brainstorm words with these prefixes. If necessary, provide examples including **commune**, **collide**, **correspond**, **coauthor**, and **convention**. As words are mentioned, help students use the meaning of the prefix and any base words or roots to understand the word’s meaning.

Remind students that these letters are not always prefixes even if they appear at the beginning of a word. For example, **col** in the word **collar** is not a prefix. If students give examples of these words during brainstorming, write them on another part of the chalkboard.

If students need support, allow them to use a dictionary to find examples of words with the prefix spellings **com-**, **col-**, **cor-**, **co-**, and **con-**.
Apply

Ask students to look at the lists of words on the chalkboard and think about what they learned in the previous lesson about prefix assimilation with the prefix in-. Then have them work with a partner and try to predict the rules for when and how com- changes spelling. They can write their ideas in their word study notebooks.

Spelling Words with Prefix Assimilation com-

Unit Spelling Words: combination, collide, correspond, commotion, coauthor, cohesive, convention, connection

Write the categories com-, col-, cor-, co-, and con- on the chalkboard with some space between them, and write the words combination and commotion in the first column. Say: The prefix retains the com- spelling when it comes before roots or base words that start with b, m, or p, as in the words combination and commotion. Write the letters b, m, and p on the chalkboard above the com-column.

Tell students that for some words adding com- can result in words that are awkward to pronounce. Write the misspelled words comlide and correspond on the chalkboard. Have students say them with you to gain an understanding of the difficulty of their pronunciation. Explain that in these cases, the prefix changes spelling because it is assimilated, or absorbed, into the sound at the beginning of the word. Say: For roots or base words that start with l or r, the last letter of the prefix changes to match the first letter of the root or base word. Write the words collide and correspond on the chalkboard in the col- and cor-columns, and the letter l above the col-column and the letter r above the cor-column. These words can be tricky to spell because of the double letters.

Write the word coauthor on the chalkboard in the co-column. Say: The prefix changes to co- before vowels and the letter h, as in the word coauthor. Write vowels and the letter h above the co-column.

Say: The prefix changes to con- before consonants, except for the consonants that take com-. Write the words convention and connection on the chalkboard in the con-column, and consonants (not b, m, p) above the con-column.

Discuss the meanings of the spelling words, asking volunteers to use the words in oral sentences.

Ask students to copy the spelling words in their word study notebooks. Have them circle the prefix in each word.

Assessment Tip

Notice which students have difficulty matching base words or roots with the correct spelling of com-. Have these students create a chart, such as the one below, in their word study notebooks to help them remember the spelling patterns.

<table>
<thead>
<tr>
<th>If first letter of base word/root is . . .</th>
<th>Use spelling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>b, m, p</td>
<td>com-</td>
</tr>
<tr>
<td>l</td>
<td>col-</td>
</tr>
<tr>
<td>r</td>
<td>cor-</td>
</tr>
<tr>
<td>vowels, h</td>
<td>co-</td>
</tr>
<tr>
<td>consonants (except b, m, p)</td>
<td>con-</td>
</tr>
</tbody>
</table>

Supporting ELs

Many of the spelling words have Spanish cognates, including: la combinación/combination; la conmoción/commotion; la correspondencia/correspondence. Keep in mind that cognates may not share all the meanings of the English words. For example, la conmoción means “outrage,” not “noisy disturbance” as in English.

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

Spelling Pattern Sort

<table>
<thead>
<tr>
<th>com-</th>
<th>col-</th>
<th>con-</th>
</tr>
</thead>
<tbody>
<tr>
<td>commune combination complement</td>
<td>collaborate collide</td>
<td>confer connection confide conductor convention</td>
</tr>
<tr>
<td>cor-</td>
<td>co-</td>
<td></td>
</tr>
<tr>
<td>correlate coexist</td>
<td>coauthor cohesive coordinate</td>
<td></td>
</tr>
</tbody>
</table>

Review Prefix Assimilation com-

Ask students what the prefix com- means. Have them name all the spelling variations of the prefix. Then write the words collaborate, correlate, coexist, and confer on the chalkboard, and ask volunteers to tell you in their own words why the prefix changes spelling in each one of these words.

Spelling Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: com-, col-, cor-, co-, con-

Place the category cards next to each other in a pocket chart. Choose a word card and model sorting by the spelling of the prefix and placing the word in the pocket chart. Hold up the word card companion.

Think aloud: The root in the word companion starts with the letter p, so the prefix does not change spelling. It remains com-. So I’ll place companion in the chart under com-.

Ask students to help you place the remaining cards. Prompt volunteers to think aloud, explaining why the prefix does or does not change spelling before telling you which category to place the word in.

Spelling. Write these words from the unit spelling words on the chalkboard: commotion, collide, correspond, and connection. Underline the double consonants in each word and have students do the same with the words written in their word study notebooks. Point out that it is important to remember to double the consonants when spelling these words. Ask students to write each word three times in their word study notebooks.

Show students the anchor poster and ask volunteers to explain in their own words when and how com- changes spelling.

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.
Pattern Sort

Teacher Word Cards: compensate, corroborate
Teacher Category Cards: Two Syllables, Three Syllables, Four Syllables

Place the syllable cards in the pocket chart. Write the words compensate and corroborate on the chalkboard. Review with students how to determine the number of syllables in a word. As you model, divide the words into syllables using slash marks. Say: If you know a word, you can read it aloud slowly to hear the syllables: com/pen/sate. If you don’t know a word, knowing how to determine the number of syllables and where to divide it can help you read the word.

Point to the word compensate. Say: If I didn’t know how to read this word, I could check the number of syllables. I see four vowels in the word. One of the vowels is a final e and I remember that this is silent. That means there are three vowel sounds in the word, so there are three syllables. Next, I divide the word between the two consonants m and the p, and between the n and the s. The first syllable is a closed syllable so it probably has a short vowel sound. I also recognize that this is the prefix com-. The second syllable is also closed, so it has a short vowel sound: pen. The final syllable is a VCe syllable, so the vowel is probably long: sate. The word is compensate. It has three syllables so I place it in the Three Syllables column.

Place the word card compensate in the pocket chart. Then repeat with the word corroborate, pointing out five vowels, but only four vowel sounds and showing where to divide the word. Place the word card in the Four Syllables column.

Give students the syllable category cards from BLM 2 and the word cards from BLM 4. Ask them to work with a partner to read and sort the words according to the number of syllables.

Buddy Sort

Give each pair of students the prefix category cards from BLM 2 and the word cards from BLM 5.

The first student draws a word card and reads it aloud to the other student, who tells which category to place it in. Students alternate roles until they have sorted all the word cards.

Applying Meaning. Give students BLM 7 and have them identify correctly spelled words with suffixes and complete the cloze sentences.

<table>
<thead>
<tr>
<th>Pattern Sort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Word Cards: compensate, corroborate</td>
</tr>
<tr>
<td>Teacher Category Cards: Two Syllables, Three Syllables, Four Syllables</td>
</tr>
<tr>
<td>Place the syllable cards in the pocket chart. Write the words compensate and corroborate on the chalkboard. Review with students how to determine the number of syllables in a word. As you model, divide the words into syllables using slash marks. Say: If you know a word, you can read it aloud slowly to hear the syllables: com/pen/sate. If you don’t know a word, knowing how to determine the number of syllables and where to divide it can help you read the word.</td>
</tr>
<tr>
<td>Point to the word compensate. Say: If I didn’t know how to read this word, I could check the number of syllables. I see four vowels in the word. One of the vowels is a final e and I remember that this is silent. That means there are three vowel sounds in the word, so there are three syllables. Next, I divide the word between the two consonants m and the p, and between the n and the s. The first syllable is a closed syllable so it probably has a short vowel sound. I also recognize that this is the prefix com-. The second syllable is also closed, so it has a short vowel sound: pen. The final syllable is a VCe syllable, so the vowel is probably long: sate. The word is compensate. It has three syllables so I place it in the Three Syllables column.</td>
</tr>
<tr>
<td>Place the word card compensate in the pocket chart. Then repeat with the word corroborate, pointing out five vowels, but only four vowel sounds and showing where to divide the word. Place the word card in the Four Syllables column.</td>
</tr>
<tr>
<td>Give students the syllable category cards from BLM 2 and the word cards from BLM 4. Ask them to work with a partner to read and sort the words according to the number of syllables.</td>
</tr>
</tbody>
</table>

| Buddy Sort |
| com- col- con- |
| committee combustion companion commotion |
| collapse college collection collision |
| confident confound conjunction conscienc |
| cor- co- |
| corrupted corrosive coerce coherent |

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the prefix com- and its spelling changes. Note whether they need more practice in understanding the meanings of the words.

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.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with the prefix com- and its spelling variations.

The Job of an Event Planner

Even if you’ve never heard of an event planner, you can probably guess what one does. An event planner is a person who plans and coordinates all the details for an event, such as a party, conference, or festival. Many event planners work for businesses to set up large corporate events, while others work for private citizens or collaborate with community organizations to plan smaller affairs. Some event planners specialize in certain kinds of events, such as weddings, family celebrations, or even athletic competitions like charity runs and golf tournaments.

Being an event planner takes a lot of special skills. First and foremost, an event planner must be very well organized to ensure that every aspect of the event is under control. For example, when arranging a business conference, an event planner must consider the facilities available, food and refreshments, lodging for out-of-town participants, guest speakers, equipment needed for meetings, and much more. An event planner developing a charity ball, on the other hand, might choose a theme and décor, solicit donations from area businesses, organize a silent auction, and so forth. Keeping track of all these details requires superior organization. Event planners also need to be budget-conscious and excellent at communicating, since they spend a lot of time on the phone, e-mailing, and in meetings.

Event planning can be a demanding career, but for a person with the right skills, it can also be an exciting one. Many event planners love the variety in their job, the opportunity to meet new people, and especially the challenge of "pulling off" a complicated event without a hitch!

Word Hunt

Give students a copy of the reading passage on BLM 9. Say: You are going on a word hunt, looking for examples of words with the prefix com- and its spelling variations, col-, cor-, co-, and con-.

Model finding and underlining words that begin with one of the prefixes in a sentence. Then ask students to complete the word hunt on their own.

Have students write the words they find in their word study notebooks. As a group, talk about the meanings of words the students know and speculate about the meaning of other words, using the meanings of the word parts along with context clues from the passage to define them.

Challenge students to write a paragraph in their word study notebooks using at least five of the com- words from the passage. Remind students that most, but not all, of these words are adjectives, or words that describe.

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: inaccurate, impartial, illogical.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: collide, correspond, coauthor.

Dictate the following sentence and have students write it on their papers: The combination of street commotion and the weak cell phone connection made it difficult for Sima to hear her friend.

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 words with the prefix com- and its spelling variations using the Quick-Check for Unit 6.

Suggestions for Independent Practice

Group Sort. Have students form small groups. Give each group one set of category cards and enough sets of word cards (each set the same) so that each student can have his or her own. Taking turns clockwise, each student sorts one word that has not yet been used. The other players in the group should correct any student who tries to sort a duplicate. The game continues until all the words have been sorted with no duplications.

Synonyms. Give each student one or more word cards. Challenge them to write as many synonyms for each com- word as they can think of. You might also allow them to use a thesaurus to learn additional synonyms.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other, being careful to pronounce the words correctly. Then have the students take turns reading the words while their partners time their reading with a stopwatch and make sure the words are said correctly. For each incorrectly pronounced word, the student loses two seconds from his or her total time. Have students compete to see who has the faster time.

Etymology. Have students choose a word from the word cards whose root is unfamiliar to them. Have them use a dictionary or other source of etymological information to research the word’s etymology. Students can make an oral presentation to the class reporting their findings.
Unit 6 Quick-Check: Prefix Assimilation com-

Answer Questions

**Directions:** Choose the word for each question that does not have the correct spelling of the prefix com-. Next to each incorrect word, write the correct spelling.

1. a. coordinate ____________ 
   b. corrosive ____________ 
   c. complement ____________ 
   d. cohort ____________
2. a. colleague ____________ 
   b. confide ____________ 
   c. correction ____________ 
   d. commune ____________
3. a. combustion ____________ 
   b. coincidence ____________ 
   c. consonant ____________ 
   d. colrigible ____________
4. a. coerce ____________ 
   b. comalition ____________ 
   c. collapse ____________ 
   d. convenient ____________

Apply

**Directions:** In the space below, list three to five words you know that contain one of the prefixes com-, col-, cor-, co-, or con-.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>com-</th>
<th>col-</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>college, coordinate, commitment, conjunction, corrugated, correspondent, constellation, cohesive</td>
</tr>
<tr>
<td>cor-</td>
<td>co-</td>
<td>con-</td>
</tr>
</tbody>
</table>

Think and Write about Prefix Assimilation com-

**Directions:** In the space below, explain how understanding when and why the prefix com- changes spelling helps you as a reader, speller, and writer.