Lesson Objectives

Day 1
Students will:
- Understand the meaning of sub- (“under, below”)
- Understand that sub- words can be different parts of speech
- Define words using the meanings of the prefix and base word or root
- Understand the spelling patterns sub-, suf-, sup-, suc-, and sus-
- Generate oral sentences using sub- words

Materials:
- Anchor Poster

Day 2
Students will:
- Sort words by spelling patterns

Materials:
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—sub-, suf-, sup-, suc-, sus-
- Teacher Word Cards—subversive, suffice, supplement, successive, suspicious

Day 3
Students will:
- Sort words by part of speech
- Sort words by spelling patterns

Materials:
- BLM 2: Category Cards
- BLMs 4-5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4
Students will:
- Identify words with the spelling patterns sub-, suf-, sup-, suc-, and sus- in a passage and other texts
- Create lists of sub- words organized by their spelling patterns
- Use knowledge of sub-, suf-, sup-, suc-, and sus- 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 sub-, suf-, sup-, suc-, and sus- spelling patterns to spell words correctly

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
To help ELs understand the meanings of the example words, use pictures or ask students to act out the meanings wherever possible. For example, the words support and suppress could be pantomimed.

Many of the spelling words have Spanish cognates, including subconscious; el sufragio/suffrage; succinto(a)/succinct. Note that a double letter pattern created by the addition of a prefix is uncommon in Spanish, so students may have extra difficulty spelling words with the prefixes suf-, sup-, and suc-.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word substitute on the chalkboard. Show how you use syllable patterns to divide the word: sub/sti/tute. Point out the short vowel in the closed syllable and the long u in the VCe syllable. Tell students that if a long sound doesn’t sound right in an open syllable, they should try a short or schwa sound.

Read each syllable and then blend the syllables together: sub/sti/tute: substitute. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefix Assimilation com-
Focus Words: commitment, collapse, correlate, coexist, confer
Ask students to recall what the prefix com- means. (“with, together”) Have a volunteer state all the different ways com- can be spelled (com-, col-, cor-, co-, con-) and write them on the chalkboard.

Write the word commitment on the chalkboard in the com- column. Ask students why the prefix does not change spelling in this case. (The root starts with the letter m.) Remind students that roots and base words starting with b and p also take the com- spelling.

Repeat this process with the remaining review words, writing them on the chalkboard and discussing the rules governing the spelling changes.

Introduce Prefix Assimilation sub-
Model
Write the word subterranean on the chalkboard. Use the word in an oral sentence. Say: The subterranean cave was dark. The adjective subterranean means “underground.” The prefix sub- means “under” or “below.” The root terr means “earth.”

Write the words suffix, support, succumb, and suspect on the chalkboard. Say: Sometimes the prefix sub- changes spelling. The prefixes suf-, sup-, suc-, and sus- are all forms of sub-, and mean “under” or “below.”

Explain the meaning of each word by using the meaning of the prefix and root.

Tell students that words with the prefix sub- can be any part of speech. Identify the parts of speech of the words on the chalkboard. (They include an adjective, a noun, a verb, and words that can be both nouns and verbs.)

Guide
Show students the anchor poster and tell them to use it as a reference.

Have students practice defining and using words that begin with the prefix sub- and its variations. Write the words suburban, suppress, and suspension on the chalkboard. Guide students to define each word by removing the prefix, considering the meaning of the base word, and then thinking about how the meaning of the prefix affects the overall meaning of the word. Have students use the words in oral sentences.
Apply

Ask students to work with a partner, choose four sub- words from the chalkboard, and write sentences using the words in their word study notebooks.

Spelling Words with Changes in Prefix sub-

Unit Spelling Words: subconscious, suffice, suppress, supplement, successive, succinct, sustain, suspense

Write the prefix spellings sub-, suf-, sup-, suc-, and sus- in a row on the chalkboard, along with the unit spelling words arranged in random order on another part of the chalkboard. Ask students to help you sort the words by the prefix spelling. Write the words in the correct categories. Say: As we already know, the prefix sub- sometimes changes spelling. Look at the words in the suf-, sup-, suc-, and sus- columns. What do you think the pattern of the spelling changes is?

Students will probably point out that in the suf-, sup-, and suc- words, the third letter of the prefix matches the first letter of the base word or word root. Say: The prefix sub- reliably changes to suf-, sup-, and suc- before a root that begins with f, p, or c.

Students may also notice that in the sus- words, the roots begin with consonants. Say: The consonants that take sus- are called “bilabial consonants.” These are sounds that you use both lips to make, such as p and t. But this is not a hard and fast rule, as a few roots beginning with t take the sub- spelling.

Point out that the prefix retains the spelling sub- with roots and base words that start with a variety of different letters.

Read the spelling words with students and ask volunteers to use each word in an oral sentence. Have students write the spelling words in their word study notebooks, circling the prefix in each word.

Assessment Tip

Notice which students have difficulty seeing the pattern in spelling changes with the suffixes suf-, sup-, and suc-. You may want to work with these students to review prefix assimilation and show them how these spelling patterns are similar to patterns they have already learned with the prefixes in- and com-.

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 students need an additional challenge, have them perform the pattern sort “blind,” listening to the words without seeing them, and telling you where to place them.

**Pattern Sort**

**Teacher Model**

<table>
<thead>
<tr>
<th>sub-</th>
<th>suf-</th>
<th>sup-</th>
</tr>
</thead>
<tbody>
<tr>
<td>subversive</td>
<td>suffice</td>
<td>supplement</td>
</tr>
<tr>
<td>suc</td>
<td>sus</td>
<td></td>
</tr>
<tr>
<td>successive</td>
<td>suspicious</td>
<td></td>
</tr>
</tbody>
</table>

**Student Sort**

<table>
<thead>
<tr>
<th>sub-</th>
<th>suf-</th>
<th>sup-</th>
</tr>
</thead>
<tbody>
<tr>
<td>submissive</td>
<td>suffix</td>
<td>support</td>
</tr>
<tr>
<td>substitute</td>
<td>suffocate</td>
<td>supplicant</td>
</tr>
<tr>
<td>subtraction</td>
<td></td>
<td>supplies</td>
</tr>
<tr>
<td>subjugate</td>
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<td>subculture</td>
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<tr>
<td>subdivide</td>
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<tr>
<td>suc-</td>
<td>sus-</td>
<td></td>
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<tr>
<td>succumb</td>
<td>susceptible</td>
<td></td>
</tr>
<tr>
<td>success</td>
<td>suspension</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.

**Review Prefix Assimilation sub-**

Ask students what the prefix sub- means. (“under, below”) Ask a volunteer to tell the other four ways that sub- can be spelled. (suf-, sup-, suc-, sus-)

Remind students that the prefix sub- changes to suf-, sup-, and suc- before a root that begins with f, p, or c, and that the spelling sus- is mostly, but not always, used before a root that begins with p or t.

Write the roots sidize, fer, plant, cinct, and pect on the chalkboard. Ask students which spelling of sub- is most likely to go with each and to explain the reasoning behind their choices.

**Pattern Sort**

**Teacher Word Cards:** subversive, suffice, supplement, successive, suspicious

**Teacher Category Cards:** sub-, suf-, sup-, suc-, sus-

Place the category cards in a row in a pocket chart.

Model sorting by the spelling of the prefix. Hold up the word card subversive.

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

Place the word card in the pocket chart.

Ask students to help you place the remaining cards. When volunteers tell you which category to place the word in, ask them to identify the word’s root and explain why the prefix is spelled the way it is.

Give pairs of students the category cards sub-, suf-, sup-, suc-, and sus- and the word cards from BLM 3 and have them sort the words by prefix spelling.

**Spelling.** Have students make a five-column chart in their word study notebooks. Ask them to write each of their spelling words in the correct column.
Day Three

Part of Speech Sort

Remind students that words with the prefix sub- (and its spelling variations) can be different parts of speech.

Say: In this sort, you will divide the words into nouns, verbs, adjectives, and words that can be both nouns and verbs.

Remind students that nouns are people, places, or things, verbs are action words, and adjectives are words that describe. Give students an example of a word that can be both a noun and a verb, such as supply.

Give each student the category cards Noun, Verb, Adjective, and Noun/Verb, and the word cards from BLM 4 and have them sort the words.

If students need support, use the word in a meaningful oral or written sentence to help them understand its part of speech. You may also choose to have them use dictionaries for reference.

Pattern Speed Sort

Give students the category cards sub-, suf-, sup-, suc-, and sus-, the word cards from BLM 5, and stopwatches. Have them sort the words by prefix spelling as quickly as they can. After they have sorted the words, have them try again to see if they can beat their time.

Applying Meaning. Give students BLM 7 and have them correctly complete the cloze by choosing the word with the correct spelling and meaning for each sentence.

Oddballs

Ask a volunteer what kind of word roots take the prefix spelling suc-. (Those that start with the letter c.) Write the word susceptible on the chalkboard and circle the root cept. Explain that this word is an exception to the rule, and that it takes the prefix sus- even though it begins with a c.

Write the words subconscious, subcommittee, and subculture on the chalkboard. Point out that these words have roots beginning with c, but they take the sub-spelling. Note for students that the roots all begin with a /k/ sound.
Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they are going on a word hunt, looking for examples of words with the prefix sub- and its spelling variations, suf-, sup-, suc-, and sus-.

Read a few lines of the passage with students and model finding and circling words that begin with sub-, suf-, sup-, suc-, and sus-. Then ask students to complete the word hunt on their own.

After students have completed the word hunt, ask volunteers to share the words they found.

Ask students to add the words they find to the chart in their word study notebooks that they made on Day Two.

Then ask student pairs to look through other texts, looking for words with the prefix and adding these 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: combination, collide, correspond.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: subconscious, suffice, suspense.

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

To sustain her progress in class, Chandra wrote a succinct essay as a supplement to her project.

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 prefix assimilation sub- using the Quick-Check for Unit 7.

Suggestions for Independent Practice

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

Silly Stories. Have students write a one- or two-paragraph story, leaving blanks in place of five or six words, indicating under the blanks whether the missing word is a noun, verb, or adjective. Then have students sort a set of word cards by part of speech. After they exchange stories with a partner, students can draw words from the word card piles and write the randomly selected words in the blanks in the story. (For example, students pick a noun word card for the noun blank.) Ask a volunteer to read the story aloud. For each sentence with a new word, have students explain why the word does or does not make sense in the sentence.

Prefix Concentration. Give pairs of students a set of word cards with even numbers of words for each spelling of the sub- prefix (for example, ten words starting with sub-, six words starting with suf-, etc.). The players lay all the cards facedown on the table and take turns turning over pairs of cards and looking for pairs that match.

Spelling Bee. Have students hold a spelling bee with a set of word cards. First, students should categorize the words as easy, medium, or difficult. One student will pronounce the words while the other students take turns spelling. Have students start with the easy words and progress through the medium and difficult words. The student who spells the most words correctly wins.
Unit 7 Quick-Check: Prefix Assimilation sub-

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

1. a. sustain ____________  
b. sufice ____________  
c. substitute ____________  
d. supply ____________

2. a. successive ____________  
b. suffix ____________  
c. supportive ____________  
d. subspanse ____________

3. a. succinct ____________  
b. suffocate ____________  
c. subordinate ____________  
d. suspicion ____________

4. a. succumb ____________  
b. suffdue ____________  
c. suppress ____________  
d. suspender ____________

Apply
Directions: In the space below, list three to five words you know that contain one of the prefixes sub-, suf-, sup-, suc-, or sus-.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>sub-</th>
<th>suf-</th>
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Word Bank
substitute, succession, suspicion, subcommittee, supplant, suffix, subjugate, sufferable, submissive

<table>
<thead>
<tr>
<th>sup-</th>
<th>suc-</th>
<th>sus-</th>
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Think and Write about Prefix Assimilation sub-
Directions: In the space below, explain how understanding prefix assimilation for the prefix sub- helps you as a reader, speller, and writer.