Lesson Objectives

Day 1

**Students will:**
- Understand that **ad** means "to, toward"
- Understand that **ad** changes spelling depending on the first letter of the root
- Understand that **ad** words can be different parts of speech
- Define words using the meanings of the prefix and root
- Understand the spelling patterns **ad**, **ap**, **as**, **at**, and **ac**
- Read and write words with the prefixes **ad**, **ap**, **as**, **at**, and **ac**
- Generate oral and written sentences using **ad** words

**Materials:**
- Anchor Poster

Day 2

**Students will:**
- Sort words by spelling patterns
- Articulate rules for spelling changes in the prefix **ad**

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

Day 3

**Students will:**
- Sort words by spelling patterns and write them

**Materials:**
- BLM 2: Category Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 5

Day 4

**Students will:**
- Identify words with the spelling patterns **ad**, **ap**, **as**, **at**, and **ac** in a passage and other texts
- Create lists of **ad** words organized by their spelling patterns
- Use knowledge of **ad**, **ap**, **as**, **at**, and **ac** 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 **ad**, **ap**, **as**, **at**, and **ac** spelling patterns to spell words correctly

**Materials:**
- Quick-Check Assessment
Day One

Supporting ELs

Make sure ELs understand the meaning of the prefix ad-. In Spanish, many prefix spellings are the same as or similar to English. For example, the Spanish word for approximate (adjective) is aproximado(a), and the word for accompany is acompañar.

For Spanish speakers, you can use the Spanish cognates adicional/additional and apreciar/appreciate to help students understand the meanings of these words. Note that while attribute is both the noun and verb form in English, Spanish has two different words, el atributo (noun) and atribuir (verb).

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. Show students how you divide the word adjoining into syllables: ad/join/ing. Point out the prefix ad- always forms the first syllable, and, in this case, the suffix -ing forms the last syllable. Point out that the first syllable is a closed syllable with a short vowel sound, the second syllable has a vowel diphthong, and the final syllable is closed with a short vowel sound. Read each syllable and then blend the syllables together: ad/join/ing: adjoining. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefix Assimilation ex-, ob-

Focus Words: excavate, effusive, obstruction, opponent, offend, occupy

Ask students to recall what the prefixes ex- and ob- mean (ex-: “out, out of, or beyond”; ob-: “against, in the way”). Have a volunteer state all the different spellings of ex- and ob-. (ex-, ef-, ob-, op-, of-, oc-)

Write the word excavate on the chalkboard. Ask students why the prefix does not change spelling. (Root starts with c; this prefix only changes in front of f.)

Repeat this process with the remaining words, writing them on the chalkboard and having volunteers explain the rules governing the spelling changes, if any.

Introduce Prefix Assimilation ad-

Model

Tell students that ad- is one of the most common prefixes in English, but it is often assimilated and so it takes many forms. Write the words adjoining, approach, and attentive on the chalkboard. Circle the prefix in each word and tell students that ap- and at- are alternate spellings of the prefix ad-.

Ask students what the prefix ad- might mean. After students have had a chance to suggest meanings, tell them that the prefix means “to or toward.” Say: The word adjoining means “joined to or touching.” The word approach means “to move to,” and the word attentive means “paying attention to.”

Tell students that ad- can also change spelling to as- and ac-, and write associate and accompany on the chalkboard. Say: The word associate means “to join or connect to,” and accompany means “to be a companion to.”

Tell students that words with the prefix ad- can be several parts of speech. For example, approach can be a noun or a verb.

Guide

Show students the anchor poster and tell them to use it as a reference as they work with the prefixes in this unit.

Have students practice defining and using words that begin with the prefix ad- and its variations. Write the words administer, approximate, and assertive on the chalkboard. Guide students to define each word by considering the meaning of the root, 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 choose four **ad**- words from the chalkboard and write sentences using the words in their word study notebooks.

Spelling Words with Prefix Assimilation

**Unit Spelling Words:** advertise, additional, appoint, appreciate, assemble, assessment, attribute, accommodate

Write the prefix spellings **ad**, **ap**, **as**, **at**, and **ac** 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 I already know, the prefix **ad**- sometimes changes spelling. Look at the words in the **ap**, **as**, **at**, and **ac**- columns. Can you describe the pattern of the spelling changes?

After their previous experience with prefix assimilation, students will probably recognize that before roots beginning with the letters p, s, t, or c, the second letter of the prefix changes to match the first letter of the root. **Say:** The prefix **ad**- changes to **ap**, **as**, **at**, and **ac**- before a root that begins with p, s, t, or c.

Point out that when the prefix changes spelling, it always doubles a consonant. Note that adding the prefix **ad**- occasionally doubles a consonant, as in the word **additional**. Underline all the doubled consonants in the words on the chalkboard. Remind students to be sure to double the consonants when they spell these words.

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

Assessment Tip

Note any students whose oral sentences show a lack of understanding of the meanings of the spelling words. Provide examples of the spelling words in meaningful sentences for practice.

Notice which students have difficulty understanding that the addition of the prefix spellings **ap**, **as**, **at**, and **ac** to roots creates doubled consonants. You may want to review these spelling patterns with students and have them practice spelling additional **ap**, **as**, **at**, and **ac**- words.

Providing Support

Point out that some words with a prefix are pronounced differently when they are nouns and adjectives than when they are verbs. For example, the noun and adjective **associate** is pronounced differently from the verb **associate**.

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

Tell students that accommodate is one of the most commonly misspelled words. People often leave out one c or m. Discuss the etymology of this word to help students remember its spelling. Accommodate contains two prefixes (ac- and com-) added to the root mod. This creates two sets of double consonants.

Pattern Sort

<table>
<thead>
<tr>
<th>ad-</th>
<th>ap-</th>
<th>as-</th>
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<tbody>
<tr>
<td>advertise</td>
<td>appreciate</td>
<td>assemble</td>
</tr>
<tr>
<td>additional</td>
<td>approximate</td>
<td>assessment</td>
</tr>
<tr>
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<td>appoint</td>
<td>associate</td>
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</tbody>
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<table>
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<th>at-</th>
<th>ac-</th>
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<tbody>
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<td>accommodate</td>
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<tr>
<td>attempt</td>
<td>accelerate</td>
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<tr>
<td>attribute</td>
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Buddy Sort

<table>
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<tr>
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<th>ap-</th>
<th>as-</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjoining</td>
<td>approach</td>
<td>assignment</td>
</tr>
<tr>
<td>admire</td>
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<td>assertive</td>
</tr>
<tr>
<td>admission</td>
<td>apprentice</td>
<td>assent</td>
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<tr>
<th>at-</th>
<th>ac-</th>
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<tr>
<td>attract</td>
<td>accident</td>
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<tr>
<td>attention</td>
<td>accompany</td>
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<tr>
<td>attrition</td>
<td>accumulate</td>
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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 ad-

Ask students what the prefix ad- means. ("to, toward") Ask a volunteer to tell the other four ways that ad- can be spelled (ap-, as-, at-, and ac-).

Remind students that the prefix ad- changes to ap-, as-, at-, and ac- before a root that begins with p, t, s, or c.

Write the roots vice, pendage, segment, tract, and celerate on the chalkboard. Ask students which spelling of ad- goes with each and to explain why.

Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards

Place the category cards in a pocket chart.

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

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

Place the 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 then explain why the prefix is spelled the way it is.

Buddy Sort

Give pairs of students the category cards and the word cards from BLM 4 and have them sort the words by the spelling of the prefix.

When students have finished sorting, ask them to list the words in each category. Ask volunteers to identify each word’s root and explain why the prefix is spelled the way it is.

Spelling. Have students create a five-column chart in their word study notebooks, using the headings ad-, ap-, as-, at-, and ac-. Ask them to sort the spelling words according to their prefix.
Day Three

Writing Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards

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

**Say:** In this sort, I will call out one word at a time. Write the word in the appropriate category in your notebook.

Remind students that the prefix ad- changes spelling before roots starting with the letters p, s, t, and c.

Read each card, one at a time. Pronounce each word twice, and give students time to write the word in their notebooks before you read the next word.

After the cards are sorted, place them in the pocket chart so students can check their spellings and the way they sorted the words.

**Applying Meaning.** Give students BLM 7 and have them correctly match the words with their definitions and then complete the cloze sentences and matching by choosing the words with the correct spelling and meaning.

**Oddballs**

Tell students that any double letters after an initial a are a good sign that the prefix ad- has been assimilated into the word. Explain that although this lesson focuses on the spellings ad-, ap-, as-, at-, and ac-, this prefix can also appear as af-, ag-, al-, an-, and ar-.

Write examples of words with these other prefix spellings on the chalkboard, such as affix, aggression, and allocate. Discuss what the prefix and root tell you about the meaning of each word.

Assessment Tip

Review students’ completed BLM 7s to assess their understanding of the spelling and meaning of words with the prefix ad-. If necessary, give students additional spelling practice or provide them with additional examples using the vocabulary in meaningful sentences.

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

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 words with the prefixes ad-, ap-, as-, at-, and ac-.

Dear Diary

This waiting is driving me crazy! When will they let me know if I’ve been accepted for admission to the arts academy program this summer? There are so many arts I want to try. I love modeling, woodworking, and yoga, but I’m especially interested in the cooking opportunity.

I’ve always admired famous chefs on TV and I love to watch cooking challenges, too. I’m really good at cooking, and I want to try to create those crazy meals in just an hour. More and more I love to laugh at the disasters they make . . . I mean, really, garlic ice cream? Yuck! Sometimes the food looks really good, though, and it inspires me to give cooking a try, myself.

Sadly, I have to admit that my attempts at cooking don’t usually come out very well. Like last time, I tried to make risotto, which is a kind of creamy rice dish from Italy, but it turned out horribly. I guess I didn’t stir it enough, or maybe the heat on the stove was too high, but whatever the problem was, it turned out to be a lumpy, sticky mess. It wasn’t serving at all. The whole batch tasted burned, and I had to scrape it out of the pan and throw it away.

That’s why I really want to get into the arts academy. I love all kinds of arts, but I really need patience with my cooking. I can’t wait to find out if I’m accepted for admission.

Until next time,
Gina

Answer Key Reading Passage (BLM 9)

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will read the passage and underline the words they find that have the prefixes ad-, ap-, as-, at-, and ac-. Remind students that these letter combinations are not always prefixes even though they appear at the beginning of a word. For example, in the word asleep, as is not a prefix. Students can use a dictionary to check the derivation of a word if they are unsure whether to underline it.

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

Ask pairs of students to add the words they find to the chart in their word study notebooks.

Then ask the pairs to look through other texts to find words with the prefix ad- and its spelling variations and add these to the 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: exaggerate, opportunity, occasion.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: appreciate, assessment, attribute.

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

The parents built an additional room on their house to accommodate their growing family.

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 ad- using the Quick-Check for Unit 9.

Suggestions for Independent Practice

Spell and Dunk. Divide students into two teams. The teacher or a game referee pronounces a word for the first competitor to spell. If it is spelled correctly, the team gets a point. 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). The contestant can choose to shoot the ball from different distances and earn extra points. Players from each team alternate until everyone has taken a turn. The team with the most points wins.

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

Picture Charades. Give small groups of students a set of word cards, paper, pens or pencils, and a stopwatch. Have students sort through the word cards and decide if any of the words have meanings that will be too difficult to communicate in pictures. The first person chooses a word from the remaining cards and has two minutes to draw pictures describing the word’s meaning while the other players try to guess the word. Play continues until everyone has had a turn to draw and all the word cards have been attempted.

Parts of Speech Sort. Give students a set of word cards and have them sort the words according to their part of speech. Remind students that there may be words that can be more than one part of speech.
Unit 9 Quick-Check: Prefix Assimilation ad-

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

1. a. administer ____________
   b. accompany ____________
   c. associate ____________
   d. approach ____________

2. a. adjoining ____________
   b. assertive ____________
   c. accumulate ____________
   d. approximate ____________

3. a. approach ____________
   b. addictive ____________
   c. accelerate ____________
   d. appendage ____________

4. a. attempt ____________
   b. adhesive ____________
   c. assignment ____________
   d. apprentice ____________

Apply
Directions: In the space below, list three to five words you know that contain one of the prefixes ad-, ap-, as-, at-, or ac-.

____________   ____________   ____________   ____________   ____________

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

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<tr>
<th>ad-</th>
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Word Bank
assent, advice, attuned, adjacent, access, admire, approximation, assail

Think and Write about Prefix Assimilation ad-
Directions: In the space below, explain how understanding prefix assimilation ad- helps you as a reader, speller, and writer.