



# Day One

## Supporting ELs

Have fluent English speakers work with English Learners to practice saying this week's words. Then have partners create flash cards for this week's words. Students can draw pictures on the cards to define some of the words—although some words may be difficult to illustrate. On the other side, they can write the word and its pronunciation.

## Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **victory** on the chalkboard. Show how you divide the word into three syllables: **vic/tor/y**. Explain that you now have three syllables: the first, **vic**, with a short **i**; the second, **tor**, with an **r**-controlled schwa sound; and the last with a long **e** sound. Read each syllable and then blend the syllables together: **vic/tor/y: victory**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

## Review Suffixes -ment, -less, -ness

**Focus Words:** assessment, cloudless, awareness

Write *assessment*, *cloudless*, and *awareness* on the chalkboard. Have volunteers underline the suffix in each word. After students have identified the three suffixes, have them define each word and use it in a sentence

## Introduce Suffixes -ary, -ery, -ory

### Model

Write the following suffixes on the chalkboard: *-ary*, *-ery*, *-ory*. Tell students that they will be working with words that have these suffixes.

Write the words *imagine* and *element* under the suffix **-ary** on the chalkboard.

**Say:** *To make the words **imaginary** and **elementary**, I add the suffix **-ary** to the base words. To do this, I drop the **e** before adding the suffix to **imagine**, and I just add the suffix directly to the base word **element** without a spelling change.*

Explain to students that adding these suffixes changes a word's part of speech and meaning. **Say:** ***Imagine** is a verb and when I add the suffix, I have an adjective. **Element** is a noun and when the suffix is added, the word is an adjective.*

Point out that although the suffixes in both words are spelled the same, they are pronounced differently. The suffix in **elementary** has the schwa + **ry** sound.

Write the words *cemetery* and *category* on the chalkboard. **Say:** *The suffix on the word **cemetery** sounds the same as the suffix on **imaginary**. This makes words with **-ary** and **-ery** difficult to spell. You need to learn which spelling is correct or use a dictionary. The suffix on the word **category** has a sound that is different than both the schwa + **ry** sound and the sound of /âry/.*

Say each of the words aloud, having students listen carefully to the ending sounds: ***imaginary**, **elementary**, **cemetery**, **category**.*

### Guide

Write the following representations of the sounds in a row on the chalkboard: *schwa* + *ry*, /ôry/, /âry/. Write the word *history* on the chalkboard and ask students under which heading they would sort the word. Guide them to listen for the schwa + **ry** sound. Repeat with the words **library**, **victory**, and **bravery**.

Give students the anchor poster on BLM 1 and tell them to refer to this chart for examples of the different sounds for the spellings **-ary**, **-ery**, and **-ory**.

## Apply

Have small groups of students brainstorm words with the suffixes **-ary**, **-ery**, and **-ory**. Ask students to write the categories **/âry/**, **schwa + ry**, and **/ôry/** in their word study notebooks and sort the new words into the appropriate columns.

## Spelling Words Suffixes with -ary, -ery, -ory

**Unit Spelling Words:** anniversary, secretary, machinery, expository, necessary, cemetery, stationary, stationery

Write all the spelling words on the chalkboard and say them aloud. First draw students' attention to **anniversary**, **secretary**, and **machinery**. Define the words as needed. Ask students to identify the sound of the suffixes in these words. Students should be able to identify that it is **/schwa + ry/**.

Next, focus on **expository**, **necessary**, and **cemetery**. Have students identify the suffixes and their sounds. Define each word as needed.

Finally, focus on **stationary** and **stationery**. Say each word aloud and explain to students that they are homophones, words that sound the same but that have different spellings. Define each word. ***Say:** Stationary means that something does not move. Many gyms have stationary bicycles for people to exercise on. Stationery is paper that you use to write letters. At home, I have olive-colored stationery with matching envelopes. You can remember which is which by thinking about the word letter. Just like the word letter, stationery on which you write letters has -er in it.*

Ask students to list the spelling words in their word study notebooks. Have partners swap notebooks to check each other's spelling. Have students highlight the spellings of the suffixes in each of the words.

## Assessment Tip

Observe students as they work with this week's suffixes. If students are having difficulty remembering pronunciations, spellings, or meaning, have them work with a partner. Encourage partners to take turns using the words in oral and written sentences. Also they may find the anchor poster helpful.

## 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

## Common Features Sort

-ary	-ery	-ory
anniversary elementary glossary necessary stationary	bravery cemetery machinery misery scenery stationery	directory expository laboratory victory

## Buddy Sort

/âry/	/ôry/	schwa + ry
confectionery dictionary February January library monastery	category lavatory	accessory delivery factory grocery history imagery summary theory

## 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 -ary, -ery, -ory

Show students the anchor poster and have them review the suffixes and their various pronunciations.

Write *laboratory*, *monastery*, and *history* on the chalkboard. **Say:** *Discuss these words with a partner. First identify the suffix and pronounce it. Then define each word and use it in a sentence.*

Have students write their sentences in their word study notebooks.

## Common Features Sort

**Teacher Word Cards:** same as BLM 3

**Teacher Category Cards:** -ary, -ery, -ory

Place the category cards **-ery**, **-ery**, and **-ory** in a pocket chart. **Say:** *We are going to sort a set of words together according to their suffixes.*

Next demonstrate by sorting **stationery**. **Say:** *I have the word card **stationery**, and I want to sort it into one of these three suffix categories. It does not end with **-ory**, so I do not sort it into that category. Although it has the sound of **/-ary/**, it does not end with **-ary**. It does end with **-ery**, so I sort it into the **-ery** category.*

Place the **stationery** word card into the **-ery** category.

As you read each word card from BLM 3, have students tell you into which category to place it. Point out to students that **century** must be in its own oddball category because it ends **-ury**.

## Buddy Sort

**Teacher Word Cards:** summary

**Teacher Category Cards:** /âry/, /ôry/, schwa + ry

Place the category cards /âry/, /ôry/, and **schwa + ry** in a pocket chart.

Model how to sort the words by suffix sound. Hold up the word **summary** and read it aloud. **Say:** *When I say this word, **summary**, the ending sounds like **/âry/**. The ending has the **schwa + ry** sound. I will place it in the **schwa + ry** category even though the spelling is **-ary**.*

Give pairs of students the category cards for the sounds from BLM 2 and the word cards from BLM 4. Have them sort the words by the suffix sound.

**Spelling.** Have students write the categories for suffix spelling and sound in their word study notebooks: **-ary**, **-ery**, **-ory** and /âry/, /ôry/, **schwa + ry**. Ask them to sort the spelling words into the appropriate columns for suffix spelling and for suffix sound.

## No Peeking Sort

**Teacher Word Cards:** same as BLM 5

**Teacher Category Cards:** /âry/, /ôry/, schwa + ry

Explain to students that they will be listening to words you read and sorting them according to sound.

Place the category cards in a pocket chart.

Model for students how they will sort by sound. Read the word **dormitory** aloud, but do not show the word card to students. *Say: When I listen to **dormitory**, I can hear that the suffix has the sound /ôry/. It does not have the sound /âry/, and it doesn't have the sound of schwa + ry. So I sort it into the /ôry/ category.*

Place the **dormitory** card in the pocket chart.

Read aloud the word **literary** and have a student repeat the suffix sound. Then ask a volunteer to sort the word into the correct category by placing it in the pocket chart.

Read the rest of words from BLM 5 aloud to students. Have them sort each word by the sound of its suffix by telling you where to place the word in the pocket chart.

## Pattern Sort

Give students the word cards from BLM 5 along with the category cards **-ary**, **-ery**, **-ory**, and have them sort by suffix spelling.

**Applying Meaning.** Give students BLM 7 and ask them to complete the cloze, choosing the correct word with suffixes **-ary**, **-ery**, or **-ory**.

## No Peeking Sort

/âry/	/ôry/	schwa + ry
literary military secretary temporary imaginary ordinary	dormitory inventory mandatory territory	lottery mystery robbery slavery surgery trickery

## Pattern Sort

-ary	-ery	-ory
literary military secretary temporary imaginary ordinary	lottery mystery robbery slavery surgery trickery	dormitory inventory mandatory territory

## Assessment Tip

Note which students have difficulty distinguishing between schwa and other vowel sounds. Have small groups of students read aloud the words with the **schwa + ry** sound from the anchor poster. Have them contrast these with the words that have the /ôry/ and /âry/ sounds.

## 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 the suffixes **-ary**, **-ery**, and **-ory**.

### Collections

Do you collect anything? Does anyone in your family? People collect all kinds of things for all kinds of reasons, some of which might be a **mystery** to others. Most people collect things simply because they like them or because they have a special meaning to them, such as items relating to a sports team's **victory**. They may also enjoy the excitement that comes with the **discovery** of a new item. Of course, some people collect valuable objects or items they think will gain in value.

A collection can be made up of just about anything that you find interesting. **Contrary** to what many people believe, collections can be made up of **ordinary** objects. They do not have to be rare or hard to find, or even expensive. In fact, many collections consist of found items, like rocks, shells, or bottle caps. Collections can be organized by **category** such as size or color. They can also be organized by age or condition or some other attribute. People often make an **inventory** or list of the items in their collections. That way, they know what they have and what they would like to add.

Some people actually study the **history** of collecting. Others talk to people to try to develop a **theory** of why collectors collect. Most experts feel that the skills people use in collecting are valuable and that kids should be encouraged to start collections. And, of course, there's the **primary** reason to start a collection: it's fun!

## Answer Key Reading Passage (BLM 9)

## Home/School Connection

Have students take BLM 9 home to read to a family member and point out the words with the suffixes **-ary**, **-ery**, and **-ory**.

## Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

## Word Hunt

Distribute BLM 9 to students. **Say:** *Today you will search a passage for words that include suffixes **-ary**, **-ery**, and **-ory**.* Remind students to read the passage through once before looking for the words. Then have them reread the passage and circle the words they find with the suffixes **-ary**, **-ory**, and **-ery**.

After students have completed the search, have volunteers share and define the words they found.

Next have students create a three-column chart in their word study notebooks with the headings, **-ary**, **-ery**, and **-ory**. Have students sort the words they circled by writing each word in the correct column of the chart.

Challenge students to search through other classroom texts for words with **-ary**, **-ery**, and **-ory** suffixes. Have them add these words to their lists.

After students have completed their charts, have them write three sentences, using one word with each suffix.

## 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: **restlessness**, **dizziness**, **attachment**.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: **cemetery**, **secretary**, **anniversary**.

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

**To celebrate his parent's anniversary, Seth wrote an expository essay about the bravery of his ancestors.**

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 the suffixes **-ary**, **-ery**, and **-ory** using the Quick-Check for Unit 9.

## Suggestions for Independent Practice

**My Word Means . . .** Give groups of six students six word cards. Have each student describe the meaning of the word on his or her card. Then the rest of the students take turns guessing which word card the speaker is holding. The object is to correctly guess the most words.

**Spell It.** Give pairs of students twelve word cards. Partner A reads the first card and then listens as Partner B spells the word aloud. Partner A corrects Partner B as needed. Then partners alternate reading the word on the word card and spelling it aloud.

**Crossword Puzzle.** Have students work with a partner to create a crossword puzzle that uses some **-ary**, **-ery**, and **-ory** words from the word cards. Students can swap their puzzles with another pair and solve.

**Draw the Word.** Give a group of students a set of word cards. (Be sure to select the cards that are easy to illustrate.) Divide students into two teams. Have a student pick a card and draw a representation of his or her word on the chalkboard. Students from the other group should work together to determine which word the student has drawn. Then a student from the other group will pick a word and draw a picture.

**Suffix Stories.** Have small groups of students write a collaborative story. One student begins the story by writing a sentence that includes a word with the suffix **-ary**, **-ery**, or **-ory**. Then another student will write the next sentence in the story. The story writing continues until it reaches the last person. After the last student writes the ending of the story, he or she reads the entire story aloud.

### Unit 9 Quick-Check: Suffixes -ary, -ery, -ory

#### Answer Questions

**Directions:** Choose the word from the word bank that makes the most sense in the sentence. Write the word in the blank.

Word Bank      category      February      lavatory      theory

1. The scientific theory we were studying was complicated, but also very interesting.
2. The first category we sorted today was words with the suffix **-ary**.
3. In Florida February is not as cold as it is in the Northeast.
4. The lavatory on the airplane was occupied, so Steve went back to his seat to wait until it was free.

#### Apply

**Directions:** In the space below, list three to five words you know that have the suffix **-ary**, **-ery**, or **-ory**.

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

-ary	-ery	-ory	Word Bank
library summary	confectionery delivery grocery imagery	accessory factory	accessory, confectionery, delivery, factory, grocery, imagery, library, summary

#### Think and Write about Suffixes -ary, -ery, -ory

**Directions:** In the space below, explain how understanding the suffixes **-ary**, **-ery**, and **-ory** helps you as a reader, speller, and writer.

### Answer Key Unit 9 Quick-Check

### Answer Key BLM 6

-ary	-ery	-ory
literary military secretary temporary	lottery misery mystery robbery scenery slavery surgery trickery	dormitory inventory mandatory territory

### Answer Key BLM 7

1. victory
2. directory
3. glossary
4. imaginary
5. elementary
6. bravery
7. laboratory
8. ordinary

### Answer Key BLM 8

1. cemetery
2. stationary
3. machinery
4. anniversary
5. expository
6. stationery
7. necessary
8. summary

# Unit 9 Quick-Check: Suffixes -ary, -ery, -ory

## Answer Questions

**Directions:** Choose the word from the word bank that makes the most sense in the sentence. Write the word in the blank.

**Word Bank**                      **category**      **February**      **lavatory**      **theory**

1. The scientific \_\_\_\_\_ we were studying was complicated, but also very interesting.
2. The first \_\_\_\_\_ we sorted today was words with the suffix **-ary**.
3. In Florida \_\_\_\_\_ is not as cold as it is in the Northeast.
4. The \_\_\_\_\_ on the airplane was occupied, so Steve went back to his seat to wait until it was free.

## Apply

**Directions:** In the space below, list three to five words you know that have the suffix **-ary**, **-ery**, or **-ory**.

\_\_\_\_\_

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

-ary	-ery	-ory	<b>Word Bank</b> accessory, confectionery, delivery, factory, grocery, imagery, library, summary

## Think and Write about Suffixes -ary, -ery, -ory

**Directions:** In the space below, explain how understanding the suffixes **-ary**, **-ery**, and **-ory** helps you as a reader, speller, and writer.

\_\_\_\_\_