

Day One

Supporting ELs

English Learners of various language backgrounds may not hear the difference between **-ing** and **-in**, so they may say **decayin** and **carryin** instead of **decaying** and **carrying**. Help students practice saying words that end with **-ing**. Also point out to students that in English, the **-s** ending is pronounced as /s/ in some words (**jumps, hops**), and as /z/ in others (**says, gives**).

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **decayed** on the chalkboard. Show how you divide the word into two syllables between the vowel **e** and the consonant **c**. Explain that you now have two syllables, with the final syllable ending in **-ed**. Point out that some students may recognize the prefix **de-** or remember that an open syllable is usually long. A vowel plus **-y** is usually long as well. Read each syllable and then blend the syllables together: **de/cayed: decayed**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Words with Unaccented Final Syllables **-et, -it, -ate**

Focus Words: *secret, credit, private, magnet, merit, climate*

Write the words *secret, credit, and private* on the chalkboard and ask students to identify the final syllable in each one. Remind them of the sort they completed last week. **Say:** *The words on the chalkboard can be sorted according to their unaccented final syllables -et, -it, and -ate.*

Repeat with the remaining review words. Ask students to work with a partner to use each of the words in an oral sentence.

Introduce Adding Inflectional Endings to Words Ending in **-y**

Model

Write the words *obey, obeyed, obeys, and obeying* on the chalkboard and read them aloud to students. **Say:** *Obey is the base word for each of these words.* Underline the base word in each. *Obey is a verb. We can change the tense of the verb by adding inflected endings.* Circle each inflected ending.

Point out that the word **obey** ends with the letters **ey**. Explain that when you add an inflectional ending to a word that ends with a vowel + **-y**, the letter **y** doesn't change.

Write the word *reply* on the chalkboard. **Say:** *Reply ends with a consonant + -y. When we add the ending -ing to reply, the letter y doesn't change.* Write the word *replying* on the chalkboard. **Say:** *But when we add the endings -s or -ed, we change the y. We need to change the y to i and add -es to make replies. We need to change the y to i and add -ed to make the word replied.* Write *replies* and *replied* on the chalkboard and circle the inflected endings.

Guide

Ask students how the meanings of the words change when the inflected endings are added. Ask volunteers to use each form of the base words **obey** and **reply** in oral sentences. Provide example oral sentences if necessary.

Write the words *enjoy* and *study* on the chalkboard. Guide students to tell how the spelling of these words changes or doesn't change as they add inflected endings.

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Apply

Ask students to make four columns in their word study notebooks with the headings **Base Word**, **-s**, **-ed**, and **-ing**. Write the words *journey* and *copy* on the chalkboard. Ask students to work with a partner to write the words with the inflected endings in their notebooks.

Spelling Words with -y + Inflectional Endings

Unit Spelling Words: *decaying, decayed, decays, surveying, surveyed, surveys, carrying, carried, carries*

Write the words *decay* and *survey* on the chalkboard. Point out the vowel + **-y** at the end of each word. Remind students that when we add inflected endings to words ending in vowel + **-y**, we don't change the spelling. Ask students to tell you how to write the words *decaying, decayed, and decays*, and *surveying, surveyed, and surveys* on the chalkboard. Circle the base word and underline each inflected ending.

Write the word *carry* on the chalkboard and point out the consonant + **-y** at the end. Remind students that when words end in a consonant + **-y**, the **y** is changed to an **i** when **-ed** or **-s** are added, but not when **-ing** is added. Ask students to help you write the words *carrying, carried, and carries* on the chalkboard.

Show students the anchor poster and review the rules with them. Tell students to use this for reference if they forget how to add the inflected endings.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other's spellings. Ask students to circle the base word and underline the inflected ending in each of the spelling words.

Assessment Tip

Note which students have difficulty telling you when to change the **y** to an **i** before the inflected ending is added. You may want to work with these students, using additional words that end in **-y** to provide extra practice. You can also have students keep the anchor chart on BLM 1 next to them as they complete activities so that they can remember the rules for when to change the **y** to an **i**.

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

Pattern Sort

Vowel + -y	Consonant + -y
decaying decayed decays delaying delayed delays	carrying carried carries denying denied denies copying copied copies

Buddy Sort

Vowel + -y	Consonant + -y
enjoying enjoyed enjoys obeying obeyed obeys	envying envied envies hurrying hurries hurried marrying married marries

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 the directions. Also pronounce and define each word for them.

Review Words Adding Inflectional Endings to Words Ending in -y

Write the word *hurry* on the chalkboard. Ask students what they notice about the letter before the **y** in **hurry**. Point out that **hurry** ends in a consonant + **-y**.

Have students identify the spellings of **hurry** when inflected endings are added. Then have them record the words in four columns in their word study notebooks.

Pattern Sort

Teacher Word Cards: same as BLM 3

Teacher Category Cards: Vowel + -y, Consonant + -y

Place the category cards next to each other in the pocket chart. Hold up the word card for the word **denying**.

Think aloud: *The base word for **denying** is **deny**. The base word ends with a consonant plus the letter **y**. This tells me that the **y** doesn't change when I add the **-ing** ending. I'll place this card under **Consonant + -y**.*

Hold up the word card for **denied**.

Think aloud: *Looking at this word, I see that the letter **y** has been dropped and **-ied** has been added. I know that base words that end in consonant + **-y** do not change spelling when adding **-ing**, but they **DO** change spelling when adding **-ed**. I'll place this card in the column for **Consonant + -y**.*

Ask students to help you sort the remaining cards from BLM 3.

Give students the category cards **Vowel + -y** and **Consonant + -y** from BLM 2 and the word cards from BLM 3. Have them repeat the sort, referring to the pocket chart if necessary.

Buddy Sort

Give pairs of students the category cards **Vowel + -y** and **Consonant + -y** from BLM 2 and the word cards from BLM 4. Have students conduct their own pattern sort by putting the words whose base words end in consonant + **-y** together and words whose base words end in vowel + **-y** together.

Spelling. Have students write the categories from the sort into columns in their word study notebooks. Then have students write the unit spelling words in the appropriate column.

Common Features Sort

Teacher Word Cards: supplied, displaying

Teacher Category Cards: -ing, -ed, -s

Place the category cards in the pocket chart. Model how you place a word card according to its ending. Hold up the word card **supplied**. **Say:** *There are three categories in which to place the cards, and each category is an inflected ending. I see **-ed** at the end of this word but I also see an **i**. When I think about the base word, **supply**, I remember that it ends with a **-y**. I know that to add the **-ed** ending, the final **-y** is changed to **i** before adding **-ed**. So, this word has an **-ed** ending and goes in that category in the pocket chart.*

Hold up the word card **displaying** and ask students to help you sort the word. Have them identify the base word and the inflectional ending.

Give pairs of students the category cards for inflected endings and the word cards from BLM 5. Ask them to work together to sort the words according to their inflected endings.

Applying Meaning. Give students BLM 7 and have them first complete the cloze by choosing the correct form of the word with the inflected ending to complete a sentence. Then ask them to write the inflected endings for selected words.

Common Features Sort

-ing	-ed	-s
replying	replied	replies
studying	studied	studies
supplying	supplied	supplies
surveying	surveyed	surveys
displaying	displayed	displays

Assessment Tip

Use students' completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it. Read the words aloud with students and have them echo-read. Provide meanings for each word. Have them write the meanings of the words using simple words or pictures.

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 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it. Read the words aloud for students. Help explain the meaning of the words using gestures, simple words, pictures, or objects.

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 **-y + inflected ending**.

Mari's Blog

May 4, 2010

Hello out there in the blogging world. I've been too busy **studying** to post much lately, sorry. I spent last night **copying** vocabulary words onto flash cards to study for Friday's test. I've also got a story to read for English class, and about a thousand math problems to solve. Okay, maybe not a *thousand*, but a lot.

Believe me, I'd rather be outside **enjoying** the sun and the spring flowers. But it's all for a good reason: I finally asked Mom about **staying** with my cousin Lella for the summer in New York City. And Mom didn't say no! She only **replied** that she would think about it, so that's a good sign.

Mom also said I had to do really well in school, so I'm **obeying** as well as I can. I've never **tried** so hard at school in my life! But it will be worth it if I get to go to the city. There are so many things to see there. You can see musicians **playing** in the streets, a zillion things to shop for **displayed** in store windows . . . even **buying** a hot dog from a street vendor sounds fun to me. Right now, Mom is just **toying** with the idea, but I hope to convince her that I'm old enough to spend the summer away from home. So wish me luck!

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words that end in **-y + inflected ending**.

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

Give students copies of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words that end in **-y + inflected endings**.

Read a few lines with students and model finding and circling words with the target spellings. Then ask students to complete the word hunt on their own.

Ask students to write the words they find in their word study notebook and have them circle either the **-y + inflected ending** or the **i + inflected ending**.

Challenge students to write one sentence with each of the words they found.

Then, have students meet together in small groups and read the words they found aloud to the group. As students respond, write their words in a word list on the chalkboard.

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: **habit, quiet, credit**.

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

Dictate the following sentence and have students write it on their papers: **The babysitter surveyed the playground before carrying the child to the swings.**

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 that end in **-y + inflected ending** using the Quick-Check for Unit 19.

Suggestions for Independent Practice

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Pairs can swap their puzzles with another pair.

Unit 19 Quick-Check: Words with **-y + Inflected Endings**

Answer Questions

Directions: Choose the word from each pair that is spelled correctly.

1. obeying obeyed
2. studying obeiad
3. copys carries
4. hurries hurried
5. decaided carried

Apply

Directions: In the space below, list three to five words you know that have the **-y + an inflected ending**.

Directions: Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

+ -ing	+ -ed	+ -s or -es	Word Bank
obeying copying worrying	hurried buried enjoyed studied	decoys supplies envies	obeying, decoys, hurried, copying, supplies, buried, worrying, envies, enjoyed, studied

Think and Write about Adding Inflectional Endings to Words Ending in **-y**

Directions: In the space below, explain how understanding adding inflectional endings to words ending in **-y** helps you as a reader, speller, and writer.

Answer Key Unit 19 Quick-Check

Answer Key BLM 6

No Spelling Change to Base Word	Spelling Change to Base Word
delays copying obeying studying displayed replying surveys	denying obeyed denied hurried supplies married marries copied studied

Answer Key BLM 7

1. hurrying
2. enjoys
3. copying
4. supplied
5. envied
6. decaying
7. copying, copied, copies
8. decaying, decayed, decays
9. surveying, surveyed, surveys
10. worrying, worried, worries

Answer Key BLM 8

1. buried
2. enjoying
3. married
4. worries
5. studying
6. hurried
7. burying, buried, buries
8. enjoying, enjoyed, enjoys
9. marrying, married, marries
10. obeying, obeyed, obeys

Unit 19 Quick-Check: Words with -y + Inflected Endings

Answer Questions

Directions: Choose the word from each pair that is spelled correctly.

1. obeying replied
2. studying obeied
3. copys carries
4. hurries hurried
5. decaied carried

Apply

Directions: In the space below, list three to five words you know that have the **-y** + an inflected ending.

Directions: Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

+ -ing	+ -ed	+ -s or -es

<p>Word Bank obeying, decays, hurried, copying, supplies, buried, worrying, envies, enjoyed, studied</p>
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Think and Write about Adding Inflectional Endings to Words Ending in -y

Directions: In the space below, explain how understanding adding inflectional endings to words ending in **-y** helps you as a reader, speller, and writer.
