Lesson Objectives

Day 1

Students will:
- Understand the function and meaning of suffixes and base words
- Understand how suffixes -al, -ial, and -ic affect parts of speech
- Read and write words with suffixes -al, -ial, and -ic

Materials:
- Anchor Poster

Day 2

Students will:
- Sort words according to their suffixes
- Sort words according to their part of speech
- Use and define words with suffixes -al, -ial, and -ic

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—memorial, poetic

Day 3

Students will:
- Sort words according to their accented syllable

Materials:
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4

Students will:
- Identify words with suffixes -al, -ial, and -ic
- Write and spell words with -al, -ial, and -ic

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

Students will:
- Spell words with -al, -ial, and -ic

Materials:
- Quick-Check Assessment
Day One

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word poetic on the chalkboard. Show how you divide the word into three syllables: po/et/ic. Explain that because the o in the first syllable is long, it is also open (po), that the second syllable has a short e (et), and the third syllable has a short i (ic). Read each syllable and then blend the syllables together: po/et/ic: poetic. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Assessment Tip
Observe students as they work with this week’s suffixes. If students are having trouble identifying the suffix and base word in each derived word, have them create their own suffix reference charts in their word study notebooks.

Review Suffixes -ty, -ity
Focus Words: casualty, anxiety, activity, popularity
Review suffixes -ty and -ity. Write casualty, anxiety, activity, and popularity on the chalkboard and have students identify their suffixes. After students have sorted the words, have them define each word and use it in an oral sentence.

Introduce Suffixes -al, -ial, -ic
Model
Write the following suffixes on the chalkboard: -al, -ial, and -ic. Say: This week we are going to study suffixes -al, -ial, and -ic. They all have the meaning “like” or “pertaining to.” Sometimes these suffixes are used to change base words that are nouns into adjectives or to change base words that are verbs into nouns.

Write the words fictional, burial, and magnetic on the chalkboard below the appropriate suffix and read them aloud.

Point to the word fictional. Say: The noun fiction is something that is made up, like a story. The adjective fictional is made when you add the suffix -al to fiction, and means “like a story” or describes something that is made up. For example, a fictional town is one that is made up and doesn’t really exist.

Next, point to the word burial. Say: The word burial is made up of the verb bury plus the suffix -al, which changes it into a noun. A burial is “the ceremony or the act of burying someone.”

Repeat this process with magnetic.

Point out to students that when adding suffixes -al, -ial, and -ic to base words, the accented syllable in the new word sometimes changes. Use fictional (fi/ction/al) as an example of a word whose accented syllable is the same as in its base word (fi/ction), and magnetic (mag/net/ic) as an example of a word whose accented syllable is different from its base word (mag/net).

Guide
Show students the anchor poster to reinforce how adding -al, -ial, or -ic changes the usage of a word.

Write rehearsal on the chalkboard. Then have a volunteer identify the suffix and the base word. Say: Rehearsal means “the act of rehearsing.” This is another example of a verb that becomes a noun when the suffix -al is added to it. Have students generate other examples of verbs becoming nouns using the different suffixes and write them in the appropriate columns on the chalkboard.

Ask for volunteers to use some of the words from the chalkboard in an oral sentence.
Apply

Write the words **official, heroic, and removal** on the chalkboard. Have students help you sort them into the -al, -ial, or -ic columns. Next, have students work in pairs to generate words with suffixes -al, -ial, and -ic. Have them sort the words and write them in their word study notebooks.

Spelling Words with Suffixes

Unit Spelling Words: accidental, realistic, poetic, industrial, memorial, territorial, arrival, rehearsal

List the spelling words on the chalkboard and say them aloud. First draw students’ attention to the words **accidental, realistic, and poetic**. Define the words as needed. Ask students to identify the suffixes in these words. Then ask if the base words have undergone any spelling changes. Students should be able to identify that no spelling changes occurred in the base words before the suffixes were added. **Say:** These four words have one thing in common: their base words all end with consonants. So we can say that when a base word ends in a consonant, we don’t need to change its spelling before adding one of these suffixes.

Next, focus on **industrial, memorial, and territorial**. Demonstrate that the -y becomes i in words ending with the suffix -ial.

Finally, draw students’ attention to **arrival** and **rehearsal**. Have students explain what spelling change has occurred with the base words **arrive** and **rehearse**. **Say:** To create rehearsal from the base word rehearse, what do we do? (Drop the e and add -al.) With words that end with -e, we drop the e before adding the suffix.

Ask students to list the spelling words in their word study notebooks. Have partners swap notebooks to check each other’s spelling.

Supporting ELs

Support English Learners by using Spanish cognates for words with suffix -ic. Explain that Spanish uses -ico instead of -ic. Cognates include: *magnético(a)/magnetic; alfabético(a)/alphabetical; poético(a)/poetic; heroico(a)/heroic.*

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with someone at home.
Day Two

Common Features Sort

Review Suffixes -al, -ial, -ic

List the following words on the chalkboard: *comical*, *industrial*, and *dramatic*. **Say:** Discuss these words with a partner. First identify each base word and read it aloud. Then name the part of speech and use it in a sentence. Have students write their sentences in their word study notebooks.

Common Features Sort

Teacher Word Cards: memorial, poetic
Teacher Category Cards: Adjective, Noun or Adjective, Noun

Display the category cards in the pocket chart. **Say:** Today you are going to sort a set of words according to parts of speech. Remember that a noun is a person, place, or thing, and that an adjective is a word that describes a noun.

Next demonstrate sorting *memorial*. **Say:** *Memorial* has to do with memory. I know two meanings for *memorial*. One is an event that is held in memory of someone or something. It is a thing, so it is a noun. I also know *memorial* as an adjective when it describes something, such as a memorial statue. It is a noun or an adjective, so I will place it under Noun or Adjective. Nouns ending in -al or -ial can usually also be used as adjectives.

Have students work with you to sort *poetic*. As you sort, also have them help you determine the part of speech of the base word. **Say:** *Poetic* is an adjective to describe something that pertains to poetry. The base word *poet* is a noun, but the derived word *poetic* is an adjective. Place *poetic* in the pocket chart under Adjective.

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.

Spelling

Have students use the category cards from BLM 2 to sort the spelling words according to the parts of speech. Have the students write the categories into their word study notebooks. Read the words aloud and have students write the words in the appropriate categories.

Speed Sort

Teacher Category Cards: -al, -ial, -ic

Place the category cards in the pocket chart. Explain that students are going to do a “Speed Sort” on their own, categorizing words according to their suffixes.

Give each student a set of the word cards from BLM 4 and a stopwatch. Have students sort the cards into -al, -ial, -ic categories from BLM 2 as quickly as they can with accuracy. Have partners check each other’s work. Then have them repeat the sort and try to beat their last time.

Spelling. Have students use the category cards from BLM 2 to sort the spelling words according to the parts of speech. Have the students write the categories into their word study notebooks. Read the words aloud and have students write the words in the appropriate categories.
No Peeking Sort

Explain to students that today they will be listening to words you read and sorting them according to whether the accented syllable changes when the suffix is added to the base word.

Write the following categories on the chalkboard: No Change of Accented Syllable and Change of Accented Syllable.

Model sorting the word critical. Say: I am going to sort the word critical. Its base word is critic: crit/ic. The first syllable is the accented syllable. When the suffix -al is added, it becomes critical: crit/i/cal. The first syllable is still the accented syllable, so I sort the word into the No Change column.

Have students try the next one with you. Provide the word ceremonial and have a volunteer say the word aloud, emphasizing the accented syllable. Then say ceremony. Have the volunteer sort the word into the correct category.

Read the rest of the words from BLM 5 aloud to students, along with their base words. Have students sort each word according to whether the accent changes from the base word to the derived word or not.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the correct word with suffix -al, -ial, or -ic.

### No Peeking Sort

<table>
<thead>
<tr>
<th>No Change of Accented Syllable</th>
<th>Change of Accented Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>clinical</td>
<td>apologetic</td>
</tr>
<tr>
<td>critical</td>
<td>atomic</td>
</tr>
<tr>
<td>personal</td>
<td>catastrophic</td>
</tr>
<tr>
<td>removal</td>
<td>ceremonial</td>
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<td>reversal</td>
<td>diplomatic</td>
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<tr>
<td>betrayal</td>
<td>financial</td>
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<tr>
<td>musical</td>
<td>realistic</td>
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<tr>
<td></td>
<td>scientific</td>
</tr>
<tr>
<td></td>
<td>symbolic</td>
</tr>
</tbody>
</table>

Assessment Tip

Note which students have difficulty hearing which syllables are accented. Give a small group of these students several words to review with each other. Have them use a dictionary and read each word aloud, emphasizing the accented syllables.

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 someone at home. 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 suffixes -al, -ial, and -ic.

Focus on Careers: Graphic Designer

A graphic designer is a person who uses words and images to communicate a message in print or on Web pages. The goal of the designer’s work is more than simply to make the material look pretty; it is also to present it in a smart and effective manner. In addition to artistic skill, the job requires problem-solving ability and attention to detail.

Whether designing for printed works or for on-line Web pages, a graphic designer uses the same elements. For the words, the designer chooses one or more typefaces, or letter styles, from the thousands that are available. Typographic elements help produce the mood, from serious to comic and from simple to dramatic. The designer also chooses both the size (height) and weight (darkness) of the words set in each typeface.

The contrast part may consist of photographs, images or illustrations, and both of these may be either realistic or abstract. A realistic image would be something like a photograph or a drawing of a horse, while an abstract image might be shapes that don’t depict a specific object. Color—or the lack of it in a black-and-white piece—is another part of design that contributes to the overall effect.

The designer must combine these elements in an original way to make the message effective. Whether creating a small logo, a book, or a Web site, the designer’s job is the same: to communicate in a way that makes people notice.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they are going to read the passage and hunt for words that have the suffixes -al, -ial, and -ic.

Read a few lines of the passage aloud and model finding and circling words that include the suffixes -al, -ial, and -ic. Ask students to complete the rest of the word hunt on their own.

After students have completed the search, have volunteers share and define the words they found. Ask students to identify each word’s part of speech.

Next have students create a three-column chart in their word study notebooks with -al, -ial, and -ic as headings. Have students copy the words they circled into the correct column of the chart.

Challenge students to search through other classroom texts for words with -al, -ial, and -ic suffixes. Have them add these words 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: certainty, safety, minority.

Dictate the following words from this week’s unit, one at a time, and have students write them on their BLMs: accidental, rehearsal, industrial.

Dictate the following sentence and have students write it on their papers: Before her client’s arrival, Amber organized all the files in alphabetical order.

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 suffixes -al, -ial, and -ic using the Quick-Check for Unit 11.

Suggestions for Independent Practice

Funny Fill-Ins. Have pairs of students each write a short cloze paragraph/story that is missing some nouns and adjectives with -al, -ial, and -ic. For example, the first sentence of a paragraph might read: It was a cold, dark night, and Fredric was more [adjective] than a [noun]. Without allowing their partners to look at the paragraph, have students ask their partners to name nouns and words with comparative suffixes to complete the story. Then partners read the stories to each other.

Word Find. Have pairs of students create and solve word finds. Give each student six word cards and a sheet of graph paper. Have them write each word forward or backward in vertical or horizontal columns. Then have them add random letters to complete each column and row. You may wish to model creating the word find on the chalkboard before students begin. After partners have each created a word find, they should swap word finds and solve.

Brainstorm Related Words. Give students the word cards and have them brainstorm other forms of the words from the unit, for example, the noun global, the adverb globally, and the adjective global. Have students check the spelling of the words. Encourage students to write the words in their word study notebooks.

Make Words. Give groups a set of letter cards and the word cards from BLM 3. Have students spell each spelling word using the letter cards. Students alternate reading a word card while the other students spell the word.

Crossword Puzzle. Have students work with a partner to create a crossword puzzle that uses some -al, -ial, and -ic words from the word cards. Then pairs can swap their puzzles with another pair and solve.
Unit 11 Quick-Check: Suffixes -al, -ial, -ic

Answer Questions
Directions: Choose the word from the word bank that makes the most sense in the sentence.

Word Bank
accidental alphabetical official territorial

1. Ms. Wainwright usually calls off students’ names in ________________ order.

2. The government ________________ looked over our papers, stamped them, and sent us on our way.

3. The Kaplans’ dog is so ________________ that he barks whenever someone comes near the fence.

4. Although the mistake Jane made was ________________ and could happen to anyone, it was still upsetting.

Apply
Directions: On the lines below, list five words you know that have suffixes -al, -ial, and -ic.

_________________________  __________________________  __________________________  __________________________

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

<table>
<thead>
<tr>
<th>-al</th>
<th>-ial</th>
<th>-ic</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>

Word Bank
arrival, burial, comical, fictional, industrial, dramatic, magnetic, memorial, official

Think and Write about Suffixes -al, -ial, -ic
Directions: In the space below, explain how understanding suffixes -al, -ial, and -ic helps you as a reader, speller, and writer.