


SORT
49

Suffixes *-y, -ly, -ily*

Generalization A suffix is a word part added to the end of a base word that creates a new word used as a different part of speech. The suffix *-y* usually creates adjectives, and the suffix *-ly* often creates adverbs. Spelling rules for adding endings to words apply when adding *-y* and *-ly*.

Student Objective Read and spell words ending with *-y, -ly, and -ily*.

Materials

- Word Study Notebook, pages 81–84
- PearsonRealize.com
 - Interactive Sort
 - Writing Sort
 - Blind Sort
 - Speed Sort
 - Wildlife Safari 

Words		
<i>-y</i>	<i>-ly</i>	<i>-ily</i>
sunny	slowly	happily
rainy	clearly	easily
foggy	quickly	angrily
snowy	loudly	noisily
stormy	quietly	lazily
misty	dimly	daily
windy	roughly	sleepily
cloudy	smoothly	busily
chilly		merrily
breezy		

Introduce, Model, and Reflect

Introduce Display the words and read them aloud with students. Ask: *What words can we use to describe the weather?* (*sunny, rainy, foggy, snowy, stormy, misty, windy, cloudy, chilly, breezy*)

Develop Vocabulary: Antonyms Remind students that antonyms are words that mean the opposite of each other. Point out the following pairs of list words that are antonyms:

sunny/cloudy

slowly/quickly

clearly/dimly

loudly/quietly

noisily/quietly

Ask: *Can you find a list word that is an antonym for roughly?* (*smoothly*) *For lazily?* (*busily*)

Introduce the Sort Read the list words again with students. Ask: *What do you notice about these words?* Students may suggest

various similarities, but if necessary guide them to say that the words all have base words and end in *-y* or *-ly*. Say: *We've studied and sorted words that begin with prefixes added to the beginning of base words. These words have suffixes added to the ends of base words. How should we sort them?* Display the headers.

Model Point to and discuss headers and key words. Say: *Sunny* has the base word *sun* and the suffix *-y*, so it is under the suffix *-y*. *Slowly* has the base word *slow* and the suffix *-ly*, so it is under the suffix *-ly*. *Happily* has the base word *happy*, but there's been a spelling change—the *y* changed to *i* before *-ly* was added, so it ends with *-ily* and is under the suffix *-ily*. Model sorting a word under each header, for example, say: *The word clearly ends with the suffix -ly, so I'll put clearly under the header -ly slowly.*

Sort by Suffix Have students complete the sort with you. After sorting, discuss how the suffixes change parts of speech.

First, point out the key word *sunny*. Say: It has the base word *sun*, which is a noun. But when *-y* is added, the new word is an adjective—a descriptive word that means “full of sunshine.” We might say, “The sun is so bright. What a sunny day!” Are the rest of the words in the *-y* column adjectives? (yes)

Move to the *-ly* column. Ask: What is the base word in *slowly*? (*slow*) Say: *Slow* is an adjective, but when we add *-ly* to it, the new word is an adverb that describes how something is done or moves. We might say, “A turtle is a slow animal. It walks slowly.” Summarize for students: Suffixes like *-y* and *-ly* create words that have meanings related to the base word but are used as different parts of speech from the base word.

Next, review how to add endings to words. How do you add *-ed* to a word like *jog*? (Double the final consonant before adding the ending.) What words in the sort had the

final consonant doubled before adding *-y*? (*sunny* and *foggy*) How do you add *-ed* to a word like *sneeze*? (Drop the final e before adding the ending.) What word in the sort had the final e dropped before adding *-y*? (*breezy*) How do you add *-ed* to a word like *carry*? (Change the y to *i* before adding the ending.) What words in the sort changed the y to *i*? (the words in the third column) Have students identify the base word in each *-ily* word. Guide them to see that all the base words in this column end in *-y*.

Reflect Ask: What did you learn about the suffixes in this sort? Encourage students to share observations, but be sure to talk about how a *-y* or *-ly* suffix added to a base word creates a new word used as a different part of speech. The suffix *-y* usually creates adjectives, and the suffix *-ly* often creates adverbs. Spelling rules for adding other endings to words apply when adding the suffixes *-y* and *-ly*.

Practice and Extend

Sort Again Have partners work together to sort the words before students sort the words independently several times. Then have partners do a blind sort. One student reads a word aloud and the partner selects the word and places it under the correct header. Students will find that sound is a clue to sorting the *-ily* and *-ly* words.

Writing Sort Have partners work together to complete the writing sort activity on page 84. Partners should take turns deciding which word will complete a sentence and how to add the ending to the base word. Then have partners read the sentences aloud together.

Build and Extend Review the spelling rules for adding endings: Drop a final silent e, double a final consonant after a vowel, and change a final y after a consonant to *i* before adding

the ending. Then ask students to add *-y* or *-ly* to the following base words: *dust*, *fun*, *hasty*, *heavy*, *nice*, *noise*, *soap*. Ask: Why do we drop the e in *noise* when we’re making *noisy* but not in *nice* when we’re making *nicely*? Help students see that the final e is dropped when the suffix begins with a vowel (*-y*) but not when it begins with a consonant (*-ly*).

Word Hunt Invite students to search through a text of their choosing for words with the suffixes. They will likely find many words that end in *-y* and must decide when there is actually a base word with the suffix *-y* or *-ly* added. Create a group chart with students’ findings.

More Practice Schedule time for students to play Wildlife Safari, which you can download from PearsonRealize.com.

Apply and Assess

Additional Words *brightly, choppy, clumsily, frosty, gloomy, greedily, gritty, luckily, neatly, proudly, skinny, softly, steadily, sweaty*

Additional Words Activity Display the additional words and have students read them. Ask students to identify which header each word would fall under and whether a spelling change was made.

Alternative Sort: Spelling Change or No Change? Have students sort the list words according to those in which a spelling change was made before *-y* or *-ly* was added and those in which the suffix could be added to the base word with no spelling change.

Assess Call aloud at least ten list words and have students spell them. Choose at least three from each column.

Supporting All Learners

School-Home Connection

Highlight the Suffix Write each word in pencil. Then highlight the suffix in it. OR: Write the suffix in crayon and the rest of the word in pencil. Circle any letter that is part of a spelling change.

Sort with Reflection Sort your words while reading each word aloud into the same categories you did in school. Reflect in your journal why you put the words in those categories.

Write a Story Write a story using at least two of the adjectives and four of the adverbs from the list. Make sure your story has a beginning, middle, and end. Read your story to a family member.

Supporting Multilingual Learners

Language Acquisition Help students understand and use the different parts of speech by supplying them with sentence frames such as *The weather is ___*; *They talked ___*; and *They worked ___*. Ask them to find adjectives to complete the first frame and adverbs to complete the last two frames meaningfully.

Language Transfer The suffix *-ly* is used in the same way as the suffix *-mente* in Spanish. For Spanish speakers, offer examples of parallel words: *slowly/lentamente, rapidly/rápidamente, completely/completamente*.

Differentiated Support

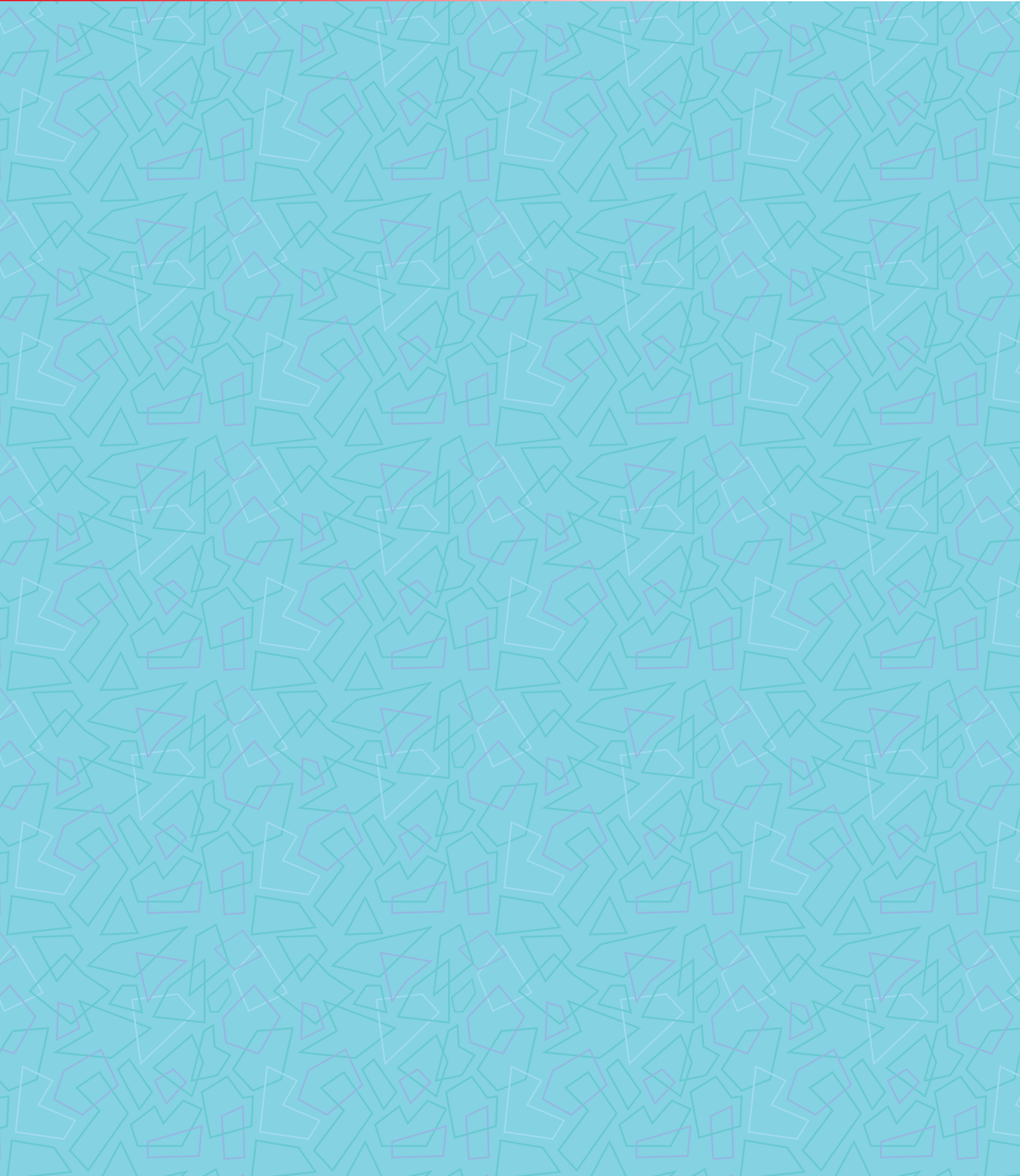
Extra Support If students have difficulty with the sort, show only the headers for *-y* and *-ly*. Have students sort the *-ily* words under the *-ly* header. Then, when discussing spelling changes that occur, help them sort out the *-ily* words under the third header.

Challenge Have students add *-ly* to these base words: *friend, lone, live, mother, father, and heaven*. Ask what they notice about the parts of speech of the new words. Explain that in some words, *-ly* creates an adjective when added to a base word. Have students use the words as adjectives in sentences.

Suffixes -y, -ly, -ily

Sort
49

clearly	quickly	easily
angrily	rainy	foggy
snowy	noisily	lazily
loudly	quietly	dimly
stormy	misty	windy
daily	cloudy	roughly
chilly	sleepily	breezy
busily	smoothly	merrily



Suffixes -y, -ly, -ily

-y
sunny

-ly
slowly

-ily
happily



1. Read each sentence. Choose a base word from the box that best completes the sentence. (Note: Not all words will be used and each word can be used only once.)
2. Add the suffix *-y*, *-ly*, or *-ily* to the word. (Change *-y* to *i*, drop the *e*, and double the final letter as necessary.) Write the adjective or adverb on the line.

rain	clear	lazy	storm	cloud	breeze	merry
quick	angry	mist	loud	rough	happy	sleepy
easy	snow	quiet	chill	wind	sun	busy
fog	dim	noisy	day	smooth	slow	

1. During _____ weather, we prepare to stay indoors.
2. The emergency vehicle moved _____ to the hospital.
3. After much practice, Dana _____ completed the equation.
4. We used a flashlight to explore the _____ lit cave.
5. My family likes to ski in a _____ location.
6. Our cat _____ moved from the floor after napping.
7. The news anchor _____ delivered his lines.
8. Greg _____ shared his good news with the class.
9. At the library, we work together _____.
10. The excited friends _____ greeted one another.
11. Flying a kite is fun to do on a _____ day.
12. Talia shielded her face from the _____ wind.
13. The parade of people passed _____ through town.
14. The hikers moved _____ up the steep path.
15. On _____ days it's fun to look for shapes in the sky.