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
- SavvasRealize.com
  - Interactive Sort
  - Writing Sort
  - Blind Sort
  - Speed Sort
  - Wildlife Safari

**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.**

**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 *-y*) 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 SavvasRealize.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

<table>
<thead>
<tr>
<th>School-Home Connection</th>
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<tbody>
<tr>
<td><strong>Highlight the Suffix</strong> 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.</td>
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<tr>
<td><strong>Sort with Reflection</strong> 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.</td>
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<tr>
<td><strong>Write a Story</strong> 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.</td>
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<td><strong>Language Acquisition</strong> 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.</td>
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<td><strong>Language Transfer</strong> 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.</td>
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<td><strong>Extra Support</strong> 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.</td>
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<tr>
<td><strong>Challenge</strong> 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.</td>
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<tr>
<td>clearly</td>
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<td>angrily</td>
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<td>snowy</td>
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<td>daily</td>
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<td>chilly</td>
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<thead>
<tr>
<th>-y</th>
<th>-ly</th>
<th>-ily</th>
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<tbody>
<tr>
<td>sunny</td>
<td>slowly</td>
<td>happily</td>
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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.

**Box of Words:**
- 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.