**Objectives**

- To identify the suffixes -y, -ly, and -ily and understand how they influence the meanings of words
- To sort and spell words ending with -y, -ly, and -ily

**Materials for Syllables and Affixes**

- Whiteboard Activities DVD-ROM, Sort 51
- Teacher Resource CD-ROM, Sort 51 and Sailing Safely Game
- Student Book, pages 201-204

**Introduce/Model**

Small Groups

- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about the words (they all end in y) and how the words might be sorted.
- Display the headers (-y sunny, -ly slowly, -ily happily) and challenge students to complete the sort.
- Together, read the words and discuss how the meanings of base words change by adding -y. Guide students to conclude that adding -y turns nouns like sun into adjectives (sunny) that mean “having or like something”; adding -ly and -ily changes adjectives like slow and day into adverbs (slowly, daily) which explain how or when something is done.

**Practice the Sort**

Independent/Partner

- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort.
- Have students check and explain their sorts.

**Apply**

Independent/Partner/Small Groups

- Read aloud the directions on Student Book p. 204. Have students complete the activity.
- **Game** Allow time for students to play Sailing Safely, which is on the CD.

**Extend the Sort**

**Vocabulary**

**Word of the Week:** dimly

Ask students to predict what dimly might mean. If needed, provide an example sentence, such as The room was so dimly lit that I could barely see anything. Elicit that dimly means “not brightly” in this context. Further explain that dimly can also mean “not clearly,” as in a student who dimly understands a subject.

**Alternative Sort: Adjective or Adverb?**

When students have completed this week’s sort, have them re-sort the words according to the parts of speech: adjective or adverb. Remind students that adding the suffix -y to words turns nouns into adjectives and adding the suffix -ly or -ily to words turns adjectives into adverbs.

**ELL**

**English Language Learners**

Have students pick out words that describe the weather and review these together. Have students draw pictures to illustrate each weather word.
<table>
<thead>
<tr>
<th>clearly</th>
<th>quickly</th>
<th>easily</th>
</tr>
</thead>
<tbody>
<tr>
<td>angrily</td>
<td>rainy</td>
<td>foggy</td>
</tr>
<tr>
<td>snowy</td>
<td>noisily</td>
<td>lazily</td>
</tr>
<tr>
<td>loudly</td>
<td>quietly</td>
<td>dimly</td>
</tr>
<tr>
<td>stormy</td>
<td>misty</td>
<td>windy</td>
</tr>
<tr>
<td>daily</td>
<td>cloudy</td>
<td>roughly</td>
</tr>
<tr>
<td>chilly</td>
<td>sleepily</td>
<td>breezy</td>
</tr>
<tr>
<td>busily</td>
<td>smoothly</td>
<td>merrily</td>
</tr>
</tbody>
</table>
### Suffixes -y, -ly, -ily

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-y</strong></td>
<td><strong>-ly</strong></td>
<td><strong>-ily</strong></td>
</tr>
<tr>
<td>sunny</td>
<td>slowly</td>
<td>happily</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>rain</th>
<th>clear</th>
<th>lazy</th>
<th>storm</th>
<th>cloud</th>
<th>breeze</th>
<th>merry</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
<td>angry</td>
<td>mist</td>
<td>loud</td>
<td>rough</td>
<td>happy</td>
<td>sleepy</td>
</tr>
<tr>
<td>easy</td>
<td>snow</td>
<td>quiet</td>
<td>chill</td>
<td>wind</td>
<td>sun</td>
<td>busy</td>
</tr>
<tr>
<td>fog</td>
<td>dim</td>
<td>noisy</td>
<td>day</td>
<td>smooth</td>
<td>slow</td>
<td></td>
</tr>
</tbody>
</table>

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 slowly up the _______________ path.
15. On _______________ days it’s fun to look for shapes in the sky.