

Derivational Suffixes *ion, ation*

CD Materials and Preparation

Optional pages:

- List 9 Spelling Words and List 9 Review
- Alternate Final Test List 9

Day 1

- Word Sort List 9
- *Derivational Suffixes*

Day 4

- *Syllable Division and Accents*

Day 2

- *Suffix Rules*
- *Word Meaning*

Day 1

Derivational Suffixes *ion, ation*

- Display *Derivational Suffixes* part A. Read the words together.

What suffix has been added to these base words? *ation*

What is the meaning of the suffixes *ion* and *ation*? They mean “action,” “process,” or “the result of an action or process.”

Which word means “the act of determining or coming to a decision”? *determination*

Did the spelling of either of the base words change when the suffix was added? *yes* What change was made? The final *e* in *determine* was dropped.

- Elicit that there was no change when adding the suffix to *limit*.

- Display part B. Read the words together.

- Underline the ending *cation*.

What suffix is included in this ending? *ation*

The letter *c* is sometimes added to the suffix *ation*.

- Draw attention to the first pair of words.

Did the spelling of the base word change when the suffix *ation* was added? *yes*

What changes were made? The final *y* was changed to *i*; the letter *c* was added to the suffix *ation*.

- Draw attention to *publish* and *publication*.

- Elicit that the letters *sh* were dropped from the base word and the ending *cation* was added.

- Display part C. Read the pair of words together.

- Underline the letters *ition*.

When a group of letters such as a suffix appears in a line of text for the teacher to say or in a student response, it is beneficial to spell rather than to pronounce the group of letters as a unit.

Pattern Words

combine
combination
apply
application
compete
competition
organize
organization
define
definition
limit
limitation
determine
determination
publish
publication
recommend
recommendation
compose
composition

Review Words

communication
observation
examination
memorization
navigation

The suffixes *ion* and *ation* mean “action,” “process,” or “the result of an action or process.” Adding one of these suffixes changes a verb to a noun. The letter *c* is sometimes added to the suffix *ation*. The ending *ition* includes the suffix *ion*. The spelling of the base word may change when a suffix is added.

limit limitation publish publication

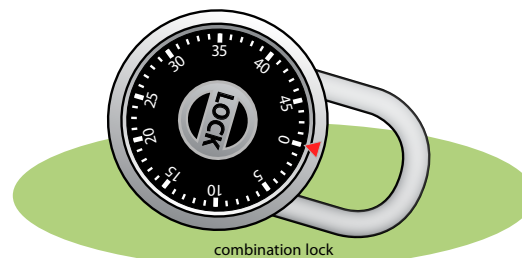
When a suffix beginning with a vowel and having more than one syllable is added to a base word ending in a consonant plus a final *e*, the final *e* is dropped.

define definition organize organization

Word Sort

Sort each pair of Pattern Words by the suffix used in the related word.

Base word	Related word
Adding the suffix <i>ation</i>	
<i>combine</i>	<i>combination</i>
<i>organize</i>	<i>organization</i>
<i>limit</i>	<i>limitation</i>
<i>determine</i>	<i>determination</i>
<i>recommend</i>	<i>recommendation</i>
Adding the suffix <i>ation</i> in <i>cation</i>	
<i>apply</i>	<i>application</i>
<i>publish</i>	<i>publication</i>
Adding the suffix <i>ion</i> in <i>ition</i>	
<i>compete</i>	<i>competition</i>
<i>define</i>	<i>definition</i>
<i>compose</i>	<i>composition</i>



combination lock

The ending *ition* includes the suffix *ion*. These letters form a two-syllable ending that has the meaning of the suffix *ion*.

How was the spelling of the base word changed? The final *e* was dropped.

Word Sort

- Instruct the students to turn to Worktext page 34.
- Display Word Sort List 9. Explain the Word Sort activity and discuss sorting each Pattern Word under the correct heading.
- Choose a student to read the first pair of words.
Which ending was added to the base word *combine*? *ation*
Under which heading would we write this pair of words? *under the heading Adding the suffix *ation**
- Direct the students to write *combine* as the base word and *combination* as the related word under the correct heading as you write for display.
- Follow the same procedure with each word as you complete the Word Sort.

Word Study

Write the Pattern Word that completes each pair of related words. Use the chart to complete the sentences.

List 1

1. determine

2. organize

3. compose

4. publish

5. apply

6. The words in List 2 are nouns. The words in List 1 are verbs.

List 2

determination

organization

composition

publication

application

Write the missing syllables to complete each Pattern Word pair. Answer the question.

7. com. binecom. bi nation8. com. petecom. pe tion9. com. posecom. po sition10. de. finedef. i nition11. deter. minedeter. mi nation

12. How does the spelling of the regular vowel sound in the last syllable of the base word help you spell the missing syllable in the related word? The vowel is the same as in the base word.

Write the pair of related Pattern Words that completes the sentences.

13. Burt was hoping to compete well so that he might win the competition.

14. After Zane was asked to define a vocabulary word, he read the definition from the dictionary.

15. My sister wanted to combine our two favorite toppings on one pizza. It was an interesting combination.

16. Blake's physical limitation caused his coach to limit the amount of time Blake played in the tournament.

17. My teacher said he would recommend my essay be about Abraham Lincoln. His recommendation is the result of my obvious interest in United States history.

Spelling 6

List 9 • 35

Which suffix rule will we use to spell *definition*? Drop the final *e*.

What do we need to remember about adding the suffix *ion* to spell *definition*? The suffix *ion* is included in the ending *ition*.

- ▶ Direct a student to apply the rule as he writes *definition* for display under the correct heading.
- ▶ Follow a similar procedure for the remaining words.

Review Words

- ▶ Ask students to write the following words for display: *communication*, *observation*, *examination*, *memorization*, and *navigation*.

Increase practice by directing each student to write the answer individually as one student writes for display.

- ▶ Invite volunteers to write the base word for each word.

Which two words dropped only the final *e* and added only the suffix *ion*? *communication*, *navigation*

What change in spelling occurred in the other base words? The final *e* was dropped and *ation* was added.

Word Meaning

- ▶ Display *Word Meaning*.
- ▶ Call attention to the first pair of sentences.
- ▶ Choose a student to read the first sentence.

What part of speech is *publish*? *verb* How do you know? It shows the action of preparing and issuing.

- ▶ Select a student to write the part of speech.
- ▶ Ask another student to read the second sentence in the pair.

What related word would complete this sentence? *publication* What is its part of speech? *noun*

- ▶ Follow a similar procedure with the remaining sentences as you show how the meaning of the base word is affected by the suffix.
- ▶ Elicit from the students that adding the *ion* or *ation* suffix usually changes the part of speech from a verb to a noun.
- ▶ Choose a student to complete the generalization at the end of the page.
- ▶ Complete page 35.

Pretest

- ▶ Follow the procedure for administering an optional self-assessment (page 7). The pretest may be administered before or after teaching this lesson.

define	limitation	combine
competition	limit	application
apply	combination	organize
definition	compete	organization

Differentiated Instruction

Day 2

Word Study

- ▶ Display *Suffix Rules*. Reveal the headings and review the suffix rules.
- ▶ Choose a student to read the first word.

Under which heading will we write *definition*? under the heading *Suffix ion*.

Day 3

Practice Test

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.

1. definition Knowing the **definition** of a word helps you use it correctly.
2. competition Craig placed second in the mental-math **competition**.
3. apply My older brother wants to **apply** for a job at a grocery store.
4. combination Salt is a **combination** of sodium and chloride.
5. organize Mom declared this Saturday as the time to **organize** our closets.
6. define The science teacher asked someone to **define** the word *evaporation*.
7. limit The speed **limit** is 25 miles per hour near the school.
8. organization The **organization** of Dad's tools makes it easier for him to find what he needs.
9. application Our pastor explained how we can make **application** of the sermon to our lives.
10. compete Johnny, Paul, and I **compete** in the long jump on field day each year.
11. combine You can **combine** vinegar and baking soda to create a volcanic eruption.
12. limitation Rosa was joyful in spite of the **limitation** of a broken arm.
13. publication The **publication** of books includes printed books and ebooks.
14. compose The assignment is to **compose** a haiku poem.
15. recommend The veterinarian can **recommend** a nutritious cat food for Smokey.
16. determination **Determination** showed on his face as he crossed the finish line.
17. composition Julia's **composition** met the required three-page minimum.
18. recommendation Peter decided to follow my **recommendation** and check out *The Lion, the Witch, and the Wardrobe*.
19. publish The school newspaper will **publish** the winning cartoon.
20. determine Right thoughts **determine** right actions.

Proofreading

Evelyn wrote a letter about the writing contest she is entering.

Circle each misspelled word. Write the correct spelling.

Dear Uncle Max and Aunt Faith,

I have decided to enter a writing comatition sponsored by our local newspaper. My composishun has to be fewer than five hundred words. Miss White helped me determin my topic, "Underwater Exploration." She suggested ways I can organize the information from my research. I will use a combination of note cards and an outline. Miss White said I need to communicate ideas clearly. I will include a chart to aid the reader's compruhension. After I apply my proofreading skills, I will submit my paper with the contest aplication by March 15.

Love,

Evelyn

competition

combination

composition

communicate

determine

comprehension

organize

application

combine
combination
apply
application
compete
competition
organize
organization
define
definition
limit
limitation
determine
determination
publish
publication
recommend
recommendation
compose
composition
communication
observation
examination
memorization
navigation

Word Study

Add the suffix *ion* or *ation* to write the Review Word.

1. examine examination
2. navigate navigation
3. observe observation
4. memorize memorization
5. communicate communication



Spelling is a tool used to honor God and to serve others through writing.

21. memorization Our family is working on the **memorization** of the book of James.
 22. observation Scientists record each **observation** they make in experiments.
 23. navigation The captain of a commercial jetliner is thoroughly trained in **navigation**.
 24. examination The doctor made an **examination** of my injury.
 25. communication Honest **communication** is important between friends.
- Follow the procedure for dictating a sentence (page 4).
I read the publication that the organization prints.

Proofreading

- Direct the students to turn to Worktext page 36.
► Instruct a student to read the introduction.

A "deep speller" is able to communicate accurately in a variety of writing situations. What does a "deep speller" do after writing a draft of a personal letter? **proofread**

How does taking time to spell correctly show love to the person to whom you are writing? Possible answer: It shows that you care about and want that person to understand what you have written.

Dictionary Skills

Pronunciation Respelling

Pronunciation respelling is a notation system using letters and symbols to represent the pronunciation of a word. A respelling appears after each dictionary entry word.

Write the Pattern Word for each pronunciation respelling. Use the spelling of the syllable with the long vowel sound in the base word to spell the same syllable in each related word.

- (ôr'gā-nīz') organize (ôr'gā-nī-zā'shən) organization
- (kām-bin') combine (kôm'bā-nā'shən) combination
- (kām-pēt') compete (kôm'pī-tish'ən) competition

Syllable Division and Accents

When a suffix beginning with a vowel and having more than one syllable is added to a base word ending in a consonant, the final consonant of the base word moves to the first syllable of the suffix.

When a suffix beginning with a vowel and having more than one syllable is added to a base word ending in a consonant plus a final *e*, the final *e* is dropped and the consonant moves to the first syllable of the suffix.

Adding a derivational suffix may affect the placement of the primary accent. The accent often shifts to the first syllable of the suffix. **re•com•mend** ' **re•com•men•da'tion** **com•bine** ' **com•bi•na'tion**

Use the syllable division pattern of the base word and one of the suffix rules above to write each related word in syllables. Place a dot between the syllables.

- pol•lute pol•lu•tion
- ex•am•ine ex•am•i•na•tion
- nav•i•gate nav•i•ga•tion
- per•se•cute per•se•cu•tion
- com•pose com•po•si•tion

Use the syllable division pattern of the base word and one of the suffix rules above to write each related word in syllables. Place a dot between the syllables. Apply the accent rule as you place an accent mark to show the shift of the primary accent.

- ap•ply ' ap•pli•ca'tion
- lim 'it lim•i•ta'tion
- de•ter'mine de•ter•mi•na'tion
- rec•om•mend ' rec•om•men•da'tion



competition

Spelling 6

List 9 • 37

- ▶ Complete the page.

List 9 Review

Day 4

Review

- ▶ Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce this week's spelling skills.

Dictionary Skills

- ▶ Display *Syllable Division and Accents* part A. Draw attention to the pair of pronunciation respellings.
- ▶ Ask a student to pronounce each word.
- ▶ Invite a student to write the words for display.

What suffix was added to the word *define*? *ition*

How did the spelling of the base word change when the suffix was added?

The final *e* was dropped.

What long vowel sound do you hear in the word *define*? long *i*

What sound does the letter *i* have in the second syllable of *definition*? the schwa sound

- ▶ Explain to the students that remembering the sound of the vowel in the base word will help them spell the schwa sound in the related word.
- ▶ Point out that the change in the vowel sound is usually because of a shift in the accent. For example, the long *i* in the second syllable of *define* changes to a schwa sound when that syllable loses the primary accent.
- ▶ Reveal part B. Read the first pair of words together.

What suffix has been added to the word *limit*? *ation*

Was there a change to the spelling of the base word? no

In which syllable do we find the first *t* in *limitation*? at the beginning of the third syllable; with the letter *a*

When a suffix beginning with a vowel and having more than one syllable is added to a base word ending in a consonant, the final consonant of the base word moves to the first syllable of the suffix.

- ▶ Read the second pair of words together.
- What suffix has been added to the word *compete*? *ition*
- What change was made to the spelling of the base word? The final *e* was dropped.
- ▶ Explain to the students that when a suffix beginning with a vowel and having more than one syllable is added to a base word ending in a consonant plus a final *e*, the final *e* is dropped and the consonant moves to the first syllable of the suffix.
- ▶ Ask a student to place the syllable dots for the word *competition*.
- ▶ Draw attention to the primary accent marks for *limit* and *limitation*.
- Is the primary accent on the same syllable? no
- ▶ Follow a similar procedure with *compete* and *competition*.
- ▶ Complete page 37.

Day 5

Final Test

- ▶ Administer the final test. Pronounce each word, use it in a sentence, and then repeat the word.
- ▶ Follow the procedure for sentence dictation.
 1. She has determined the topic of her composition.
 2. I recommend that you fill out an application to compete in the tennis match.