

CD Materials and Preparation

Optional pages:

- List 6 Spelling Words, List 6 Review
- Alternate Final Test List 6

Day 1

- Word Sort List 6
- *Derivational Suffix*

Day 3

- *Answer Sheet*

Day 2

- *Word Study*
- *Word Meaning*

Day 1

Derivational Suffix *ion*

- ▶ Display *Derivational Suffix* part A. Read the pairs of words together.

What do these pairs of words have in common?

Possible answers: The first word is the base word in the second word; the related words end in *ption*.

- ▶ Point out that the derivational suffix *ion* has been added to each base word.

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.

Explain definitions of unfamiliar words.

A derivational suffix is a suffix with its own meaning that affects the meaning of the base word to which it is added.

The suffix *ion* means “action,” “process,” or “the result of an action or process.”

In these words the letter *t* has been added to the suffix *ion* to form the final /shən/ syllable.

- ▶ Draw attention to *describe* and *description*. Underline the letters *be* at the end of *describe*.

What spelling changes were made to the last syllable of *describe* when the suffix was added? The final letters *be* were dropped and the letter *p* was added.

Was there a change in the vowel sound? **yes**

- ▶ Elicit that the long *i* sound changed to a short *i* sound.
- ▶ Draw attention to *receive* and *reception*.

Was there a change in the vowel sound? **yes**

- ▶ Elicit that the long *e* sound changed to a short *e* sound.
- How does the change in the vowel sound show in the spelling? The letters *ei* are changed to *e*.

- ▶ Underline the letters *ve* at the end of *receive*.

Pattern Words

describe
description
decide
decision
receive
reception
divide
division
expand
expansion
redeem
redemption
erode
erosion
prescribe
prescription
comprehend
comprehension
perceive
perception

Review Words

self-discipline
furthermore
worthwhile
mother-of-pearl
underwater

The derivational suffix *ion* means “action,” “process,” or “the result of an action or process.” Adding the suffix changes a verb to a noun. When the suffix is added to a base word, the spelling of the base word may change. The letter *s* or *t* is added to form the final syllable *sion* or *tion*.

describe **description** **redeem** **redemption** **receive** **reception**
expand **expansion** **divide** **division**

Word Sort

Sort each pair of Pattern Words by the spelling of the base word and the spelling changes in the related word.

Base word	Related word
Ends in <i>be</i>	<i>p + tion</i>
<i>describe</i>	<i>description</i>
<i>prescribe</i>	<i>prescription</i>
Ends in <i>m</i>	<i>p + tion</i>
<i>redeem</i>	<i>redemption</i>
Ends in <i>ve</i>	<i>p + tion</i>
<i>receive</i>	<i>reception</i>
<i>perceive</i>	<i>perception</i>
Ends in <i>d</i>	<i>+ sion</i>
<i>expand</i>	<i>expansion</i>
<i>comprehend</i>	<i>comprehension</i>
Ends in <i>de</i>	<i>+ sion</i>
<i>decide</i>	<i>decision</i>
<i>divide</i>	<i>division</i>
<i>erode</i>	<i>erosion</i>

What spelling change is made to words ending in *be* or *ve* before adding *tion*? These letters are dropped and the letter *p* is added.

- ▶ Draw attention to *redeem* and *redemption*.

Was there a change in the vowel sound? **yes**

- ▶ Elicit that the long *e* sound changed to a short *e* sound. The spelling was changed from double *e* to a single *e*.

What other spelling changes were made? The letter *p* was added.

- ▶ Reveal part B. Read the pairs of words together.

What do these pairs of words have in common? Possible answers: The first word is the base word in the second word; the related words end in *sion*.

- ▶ Point out that the derivational suffix *ion* has been added to each base word.

In these words the letter *s* has been added to the suffix *ion* to form the final /shən/ or /zhən/ syllable.

- ▶ Draw attention to *expand* and *expansion*. Underline the letter *d* at the end of *expand*.

What spelling change was made to the last syllable of *expand* when the suffix was added? The final *d* was dropped.

Word Study

Write the related word. Remember to change the spelling of each base word as needed.

1. receive reception
2. decide decision
3. redeem redemption
4. perceive perception

Write the pair of related Pattern Words that completes each sentence. You may need to change the verb tense.

5. I wrote a description of how we did the science experiment. I also described the results.
6. The doctor prescribed medicine for my illness. Mom picked up the prescription from the pharmacy.
7. We learned how to divide in math class. Our homework included several division problems.
8. The rain caused the side of the mountain to erode. Safety inspectors checked the damage caused by the erosion.
9. Your correct answers to all the comprehension questions show that you were able to comprehend what you were reading.
10. It is difficult for a person with weak depth perception to perceive how far away objects are.
11. The bride and groom received guests at a reception in the church's fellowship hall.
12. The architect designed a way to expand our kitchen area. The builder expects the expansion to take six weeks to complete.

Write the Review Word that matches each clue.

- worthwhile 13. valuable enough to spend time on
- underwater 14. under the surface of the water
- mother-of-pearl 15. the hard pearly layer of certain mollusk shells
- furthermore 16. also; in addition
- self-discipline 17. training oneself for the purpose of developing a habit or skill



mother-of-pearl

Spelling 6

List 6 • 23

Pretest

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

divide	describe	decide
division	description	decision
receive	expand	redeem
reception	expansion	redemption

Differentiated Instruction

Day 2

Word Study

- ▶ Display *Word Study*.
- ▶ Draw attention to the headings. Review the pronunciation differences as needed.
What spelling change will we make to *prescribe* to spell *prescription*? Drop the final *be* and add *p* plus *tion*.
- ▶ Elicit from the students that the word *prescription* should be written under the heading /shən/ spelled *tion*.
- ▶ Follow a similar procedure as you complete the activity.

Review Words

- ▶ Direct a student to write for display: *worthwhile*, *self-discipline*, *underwater*, *mother-of-pearl*, *furthermore*.
- ▶ Ask students to identify the base words for each compound.

Word Meaning

- ▶ Instruct the students to turn to page 22.
- ▶ Display *Word Meaning*. Invite a student to write a word from the spelling list to fit each definition. The descending letters in the shaded box will reveal a spelling word.
- ▶ Complete page 23.

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

- ▶ Follow a similar procedure with *erode* and *erosion*, underlining the letters *de* at the end of *erode*.

What spelling change is made to words ending in *d* or *de* before adding *sion*? The letters *d* or *de* are dropped.

Word Sort

- ▶ Instruct the students to turn to Worktext page 22.
- ▶ Display Word Sort List 6. Explain the Word Sort activity and discuss sorting each pair of Pattern Words by the spelling of the base word and the spelling changes in the related word.
- ▶ Choose a student to read the first pair of words.
When we add the suffix *ion* to the word *describe*, what spelling change occurs? The final letters *be* are dropped and the letters *p* + *tion* are added.
- ▶ Direct the students to write *describe* as the base word and *description* as the related word under the correct headings as you write for display.
- ▶ Follow the same procedure with each word as you complete the Word Sort.

Day 3

Practice Test

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

1. description Charlie listened to my **description** of my trip to Florida.
2. decide We had to **decide** on a paint color for my bedroom.
3. expand Reading can **expand** your vocabulary.
4. redemption There is **redemption** through Christ's blood.
5. expansion **Expansion** in this sidewalk has caused it to crack.
6. redeem He went to the counter to **redeem** his prize.
7. describe Grace tried to **describe** the Grand Canyon to her friend.
8. receive I am grateful for the gifts I **receive**.
9. division The long **division** problem was a challenge.
10. reception We celebrated my grandparents' wedding anniversary at a **reception**.
11. decision You are responsible for the **decision** you made.
12. divide Stephen will **divide** the cupcakes among his friends.
13. erosion The **erosion** left potholes in the road.
14. comprehension My teacher's explanation helped my **comprehension**.
15. perception Most dogs' **perception** of smell is excellent.
16. comprehend Did you **comprehend** the math lesson?
17. prescription The pharmacist filled the **prescription**.
18. erode The fast-moving water from the flood began to **erode** the riverbank.
19. perceive My pastor's explanation helped me **perceive** the meaning of the verses.
20. prescribe The doctor said he would **prescribe** an antibiotic for the infection.
21. worthwhile Computer keyboarding is a **worthwhile** skill to learn.
22. self-discipline Making a schedule for your daily tasks will improve your **self-discipline**.
23. underwater How far can you swim **underwater**?
24. mother-of-pearl I love Mom's **mother-of-pearl** necklace.

Proofreading Review

Read each phrase. If an underlined word is misspelled, mark the phrase. If all the underlined words are spelled correctly, mark "all correct."

1. (A) a lamb going astray
(B) nutreints in vegetables
(C) earnest about something
(D) all correct
2. (A) a tropical isle
(B) do-it-yourself pest control
(C) a box of stationary
(D) all correct
3. (A) nurture a kitten
(B) a colonel in the army
(C) a cross-country race
(D) all correct
4. (A) to listen to wise council
(B) a turquoise gemstone
(C) to perceive the meaning
(D) all correct
5. (A) molten lava
(B) an arctic iceberg
(C) an electrical circuit
(D) all correct
6. (A) a capitol letter
(B) an urban area
(C) causes of soil erosion
(D) all correct

Read each sentence. If an underlined word is misspelled, mark the word. If all the underlined words are spelled correctly, mark "all correct."

7. The principal wrote a summery of his latest decision.
(A) (B) (C) (D) all correct
8. The doctor wrote a perscription for the disease that caused the stomachache.
(A) (B) (C) (D) all correct
9. I will spend eternity with my Savior because He paid for my redemption.
(A) (B) (C) (D) all correct
10. It is worthwhile to hire an engineer to direct the ekspansion of the building.
(A) (B) (C) (D) all correct

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underwater

25. furthermore God commands us to obey our parents; **furthermore**, He expects our attitude to be right.

► Follow the procedure for dictating a sentence (page 4).
You must decide to believe in the Savior's work of redemption.

Proofreading Review

► Introduce the two kinds of proofreading activities in this lesson.

How does practice in proofreading help you become a "deep speller"? become more aware of my own spelling; more accurate in what I write

Use of the Answer Sheet (Teacher's Toolkit CD) will provide practice for standardized testing.

► Draw attention to number 1 on page 24. Read the phrases aloud.

Is the underlined word in each phrase spelled correctly? no
Which word is misspelled? nutrients

► Ask a student to write the correct spelling for display.

► Follow a similar procedure with numbers 2–6.

► Draw attention to number 7. Read the sentence aloud.

Are all of the underlined words in this sentence spelled correctly? no
Which word is not spelled correctly? summary

► Select a student to write *summary* for display.

Dictionary Skills

Syllable Division

When the suffix *ion* is added to a base word ending in *be* or *ve*, this spelling is replaced with *p* at the end of the base word. The letter *t* plus the suffix *ion* forms the final syllable. **pre•scribe** **pre•scrip•tion**
per•ceive **per•cep•tion**

When the suffix *ion* is added to a base word ending in *d* or *de*, this spelling is dropped from the end of the base word. The letter *s* plus the suffix *ion* forms the final syllable. **ex•pand** **ex•pan•sion** **di•vide** **di•vi•sion**

Write the related Pattern Word for each base word. Write the letter of the spelling changes in the base word.

- | | | |
|------------------------|----------------------|--|
| <u>C</u> 1. describe | <u>description</u> | A. Change <i>ei</i> to <i>e</i> ; drop <i>ve</i> and add <i>p</i> plus <i>tion</i> . |
| <u>A</u> 2. receive | <u>reception</u> | B. Drop <i>de</i> and add <i>sion</i> . |
| <u>B</u> 3. divide | <u>division</u> | C. Drop <i>be</i> and add <i>p</i> plus <i>tion</i> . |
| <u>E</u> 4. redeem | <u>redemption</u> | D. Drop <i>d</i> and add <i>sion</i> . |
| <u>D</u> 5. comprehend | <u>comprehension</u> | E. Change <i>ee</i> to <i>e</i> and add <i>p</i> plus <i>tion</i> . |

Use the syllable division pattern of the base word to write the related Pattern Word in syllables. Place a dot between the syllables. Use the Spelling Dictionary to check your answers.

Base word	Related word
6. de•cide	<u>de•ci•sion</u>
7. pre•scribe	<u>pre•scrip•tion</u>
8. re•deem	<u>re•demp•tion</u>
9. ex•pand	<u>ex•pan•sion</u>
10. e•rode	<u>e•ro•sion</u>



erosion

Write the syllable pattern for each word. Write each word in syllables. Place a dot between the syllables. You may refer to the Syllable Patterns chart in the Spelling Handbook.

Syllable patterns
VC-CV VC-CCV V-CV

	Syllable pattern	Syllable division
11. exclude	<u>VC-CCV</u>	<u>ex•clude</u>
12. divide	<u>V-CV</u>	<u>di•vide</u>
13. sincere	<u>VC-CV</u>	<u>sin•cere</u>

Spelling 6

List 6 • 25

- Complete the page.

List 6 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

- Write *erosion* and *perception* for display with space to write underneath. Read the words aloud together.
- Ask a volunteer to write the base word for each word (erode, perceive).
 How did the base word *erode* change when the suffix *ion* was added? The ending *de* was dropped from the base word and the letter *s* was added to the suffix *ion* to form the related word.
- Select a student to write the vowel-consonant pattern below the word *erode* (VCV).

We will apply the general rule for this letter pattern.

When a two-syllable word has a single consonant between two vowels, the consonant usually goes with the second syllable.

- Ask a student to place a dot to divide the word *erode* (e•rode).

Can we use this rule to divide part of the related word *erosion*? **yes** What should we remember about the change in syllables when we divide this word? **The letters *sion* will form the final syllable.**

- Ask a student to place a dot between the syllables in the word *erosion* (e•ro•sion).
- Choose a student to write the vowel-consonant pattern below the word *perceive* (VCCV).

What rule should we use here? **Divide between two middle consonants.**

- Direct a student to place a dot between the syllables in the word *perception* (per•cep•tion).

How did the spelling of the base word change before the suffix *ion* was added? **The letters *ei* were changed to *e*. The letters *ve* were dropped from the base word, and the letters *pt* were added before the suffix *ion*.**

- Complete page 25.

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.
- Do you comprehend how to solve the division problem?
 - The decision was made to expand the area for the church reception.