

Derivational Suffixes *ate, ive*

CD Materials and Preparation

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Day 1

- Word Sort List 11
- *Derivational Suffixes*

Day 4

- *Parts of Speech and Definitions*

Day 2

- *Word Study*
- *Crossword Puzzle*

Day 1

Derivational Suffix *ate*

- ▶ Display *Derivational Suffixes* part A.

What spelling do these words have in common? They all end with the letters *ate*.

- ▶ Read the words together.

These words end in the derivational suffix *ate*.

Does each word have an obvious base word? **no**

It may be difficult to see *ate* as a suffix when there is not a base word. The displayed words have Latin word roots.

- ▶ Remind the students about the differences between base words and word roots.

Do the letters *ate* have the same sound in each word? **no**

What two sounds do you hear? /it/ and /āt/

The letters *ate* can be used as a derivational suffix that means “having the qualities of” or “to act upon in a particular way.”

Which word means “to pause in speaking”? *hesitate*

Which word has the meaning “free from errors; correct”? *accurate*

- ▶ Follow a similar procedure with the remaining words.

Adequate comes from a Latin root meaning “to make level” and today means “enough to meet needs.”

- ▶ Elicit that our English word *adequate* is related in meaning to the original Latin meaning in that they both generally mean being equal or sufficient to meet needs.

- ▶ Follow a similar procedure as you discuss that the word *cultivate* (“to prepare soil to grow plants”) comes from a Latin root that means “to care for, till.”

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.

Refer to the Expanded Glossary in the Appendix for the definitions of terms.



Pattern Words

evaporate
productive
immediate
hesitate
accurate
protective
decorate
supportive
hibernate
celebrate
effective
delicate
alternative
intricate
persuasive
imitate
adequate
descriptive
literate
cultivate

Review Words

identification
satisfaction
edification
crucifixion
classification

The derivational suffix *ate* means “having the qualities of” or “to act upon in a particular way.”
The /āt/ sound can be spelled *ate* in a final syllable. **decorate**
The /it/ sound can be spelled *ate* in a final unstressed syllable. **intricate**
The derivational suffix *ive* means “tendency toward a particular characteristic or action.”
The /iv/ sound can be spelled *ive* in a final unstressed syllable. **effective**

Word Sort

Sort each Pattern Word by the sound and spelling of the suffix.

/āt/ spelled *ate*

evaporate

hesitate

decorate

hibernate

celebrate

imitate

cultivate

/iv/ spelled *ive*

productive

protective

supportive

effective

alternative

persuasive

descriptive

/it/ spelled *ate*

immediate

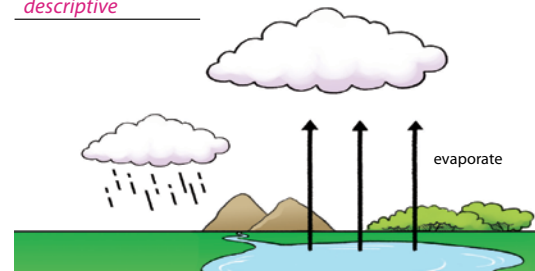
accurate

delicate

intricate

adequate

literate

Derivational Suffix *ive*

- ▶ Reveal the words in part B of the visual. Read the words together.

- ▶ Ask a student to write the base word for each word.

What spelling do the related words have in common? They all end with the letters *ive*.

The derivational suffix *ive* means “tendency toward a particular characteristic or action.”

Which word means “providing help, support, or encouragement”? *supportive*

- ▶ Guide the students in identifying the change to the base word when the suffix was added. Elicit that there was no change to *effect* and *support* and that the final *e* was dropped in *alternative*.

Word Sort

- ▶ Instruct the students to turn to Worktext page 42.

- ▶ Display Word Sort List 11. Explain the Word Sort activity and discuss sorting each Pattern Word by the sound and spelling of the suffix.

- ▶ Choose a student to read the first word.

What is the sound of the suffix in *evaporate*? /āt/

What is the spelling for this suffix? *ate*

Word Study

Write the missing syllables to complete each Pattern Word.

1. im me. di ate
2. e vap o. rate
3. al ter. na tive
4. ef fec tive
5. sup por tive
6. per sua sive

Write the Pattern Word that matches each clue to complete each phrase.

7. very finely made a delicate lace material
8. free from errors; correct an accurate weather report
9. able to read and write the young, literate child
10. helping to keep safe; guarding the protective screen cover

Write the Pattern Word that completes each sentence.

11. The farmer used a machine to cultivate or loosen the soil to prepare it for planting.
12. Snakes and bears hibernate during the winter months.
13. The author's use of descriptive words appealed to my senses.
14. A seashell's intricate design is evidence of the Creator.
15. The productive students finished all their homework before leaving school.
16. In his daily speech and actions, Evan tries to imitate Christ.
17. The team went to a park to celebrate their victory.
18. Mom thinks that the space in the backyard will be adequate for a vegetable garden.

Circle the two words that have the same ending sound as the Pattern Word.

19. literate evaporate adequate immediate
20. hesitate decorate intricate imitate
21. descriptive alternative effective drive



Day 2

Word Study

- ▶ Display *Word Study*. Call attention to the verb *produce*. Which Pattern Word is related to the base word *produce*? productive
- ▶ Select a student to write the word for display. What spelling change occurred to the base word when the suffix was added? The final *e* was dropped and *t* was written before the suffix *ive* was added.
- ▶ Call attention to the next base word. Which Pattern Word is related to the word *describe*? descriptive
- ▶ Choose a student to write the word for display. What spelling changes occurred in this word? The final *be* ending was dropped and the letters *pt* were written before the suffix *ive* was added.
- ▶ Follow a similar procedure for the remaining words.
- ▶ Call attention to the fact that in the word *persuade* the letters *de* are dropped and *s* is written before the suffix *ive* is added.

Review Words

- ▶ Ask a student to write for display: *classify*, *crucify*, *edify*, *identify*, and *satisfy*.
- ▶ Invite a volunteer to write the related Review Word for each word.

What spelling change took place in *satisfy*? The *y* was dropped and *action* was added.Which Review Word has an unusual spelling change before adding the suffix *ion*? *crucify*; the *y* changes to *i* and is followed by *xion*What spelling change took place in the other words? The *y* changed to *i* and *cation* was added.

Word Meaning

- ▶ Select a student to write *persuade* and *persuasive* for display.
- ▶ Choose a student to underline the suffix *ive*.
- ▶ Remind the students that the suffix *ive* means “tendency toward a particular characteristic or action.” The suffix affects the meaning of the base word. The new word *persuasive* means “having an influence that causes people to believe or do something.”
- ▶ Display the *Crossword Puzzle* activity. Guide the students as they complete the crossword puzzle.
- ▶ Complete page 43.

Under which heading would we write this word? /āt/ spelled *ate*

- ▶ Direct the students to write *evaporate* under the correct heading as you write for display.
- ▶ Follow the same procedure with each word as you complete the Word Sort.

Pretest

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

decorate	supportive	evaporate
accurate	effective	delicate
productive	hibernate	immediate
protective	hesitate	celebrate

Differentiated Instruction

Day 3

Practice Test

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

1. productive The garden was very **productive**, yielding many vegetables.
2. delicate The **delicate** flowers swayed in the wind.
3. accurate All of my answers on the test were **accurate**.
4. supportive The Red Cross is **supportive** of those in need.
5. evaporate The sun's heat will soon **evaporate** the water from the puddles.
6. celebrate The family will **celebrate** the soldier's homecoming.
7. hesitate Don't **hesitate** to call if you need me.
8. effective The player was **effective** in scoring the goal.
9. decorate Many medals **decorate** the officer's uniform.
10. immediate Reese's obedience was **immediate**.
11. hibernate Some animals take shelter to **hibernate**.
12. protective The **protective** mother bear growled at the intruder.
13. imitate Sam can **imitate** the call of a sparrow.
14. literate The Spanish student is also **literate** in English.
15. intricate The honeycomb has an **intricate** design of hexagons.
16. cultivate Preaching should **cultivate** the heart and minds of the hearers.
17. adequate There is an **adequate** number of pencils for each student to receive one.
18. alternative The teacher gave a list of **alternative** subjects for our reports.
19. descriptive The hotel's website contained a **descriptive** video.
20. persuasive His **persuasive** talk caused me to rethink my position.
21. edification **Edification** includes strengthening the believer.
22. classification The **classification** of a square as a rectangle interests me.
23. identification He keeps his photo **identification** in his wallet.

Proofreading

Caroline wrote a paragraph about her favorite hobby.

Circle each misspelled word. Write the correct spelling.

Have you ever considered collecting seashells? I eksplore the beach looking for shells whenever I visit the coast. A seashell is the pretektive outer layer of a sea animal that washes ashore once the animal dies. Some shells have a delicat pink or yellow color. Others have an intrikit pattern of a contrasting hue. I igzamin each shell I find. Then I clasify it by comparing it to photos of seashells in my field guide. My collection includes clamshells, cockleshells, and angel wings. I dekorate a shelf in my room with my best finds. I rekumend collecting seashells as a fun activity to do whenever you visit the beach.

exploreintricatedecorateprotectiveexaminerecommenddelicateclassify

Word Study

Write the Review Word that replaces the underlined clue in each sentence.

edification

1. We should use our speech for the spiritual improvement of others.

identification

2. The cashier asked to see a driver's license or something that is used to prove who a person is.

crucifixion

3. Christ's act of dying or putting a person to death on a cross took place on a hill called Golgotha.

classification

4. The new computer program made the act or result of arranging of library books much easier.

satisfaction

5. The manager of the restaurant asked if the service was to our condition of being satisfied or fulfilled.

evaporate
productive
immediate
hesitate
accurate
protective
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imitate
adequate
descriptive
literate
cultivate
identification
satisfaction
edification
crucifixion
classification



24. crucifixion Christians remember Christ's **crucifixion** and resurrection at Easter.
 25. satisfaction I looked at my report card with great **satisfaction**.
- Follow the procedure for dictating a sentence (page 4).
A bear's hibernation is an effective way to save energy.

Proofreading

- Direct the students to turn to Worktext page 44.
► Instruct a student to read the introduction.
► Complete the page.

List II Review

Suggestions for guiding the students in proofreading are available in the Appendix.

Dictionary Skills

Definitions and Parts of Speech

A word is classified into a category, or **part of speech**, to explain how the word is used. Parts of speech include nouns, verbs, adjectives, and adverbs. The part of speech follows the pronunciation.

Use the Spelling Dictionary to complete the page.

Locate the entry for each underlined word. Write the definition number that matches the way the word is used in the sentence.

- 1 1. The banquet will celebrate the missionary's fifty years of service in Brazil.
- 1 2. As soon as everyone boards the bus, we will make an immediate departure.
- 5 3. Delicate instruments measure the direction, strength, and duration of an earthquake's vibrations.
- 3 4. By using our time wisely and staying focused on our goals, our group was productive in completing our project.



productive

Locate the entry for each underlined word. Write the part of speech and the definition number that match the way the word is used in the sentence.

	Part of speech	Definition number
5. The wooden jewelry box had an <u>intricate</u> carving on the lid.	<u>adjective</u>	<u>1</u>
6. My grandfather can <u>imitate</u> the calls of several different birds.	<u>verb</u>	<u>1</u>
7. Anna Grace <u>cultivated</u> her skill in cake decorating by taking a class with her mother.	<u>verb</u>	<u>2</u>
8. My neighbor found an <u>effective</u> barrier to stop rabbits from getting into his garden.	<u>adjective</u>	<u>1</u>
9. Cameron did not <u>hesitate</u> as he spoke his lines in the play.	<u>verb</u>	<u>2</u>

Which definition matches the way the word *exercise* is used in the sentence? **definition 2**

- ▶ Follow a similar procedure for the remaining sentences.
- ▶ Instruct the students to locate the entry word *productive* in their Spelling Dictionary.

How many definitions are given for *productive*? **three**

- ▶ Invite a student to read each definition.
- ▶ Read each of the following sentences aloud. Elicit the definition number for the way the word *productive* is used in each sentence.

Spending more time studying has been *productive* in helping me learn. **definition 3**

Our vegetable garden has been very *productive* this year. **definition 2**

- ▶ Complete page 45.

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. I chose to write a persuasive essay rather than a descriptive paragraph.
 2. The artist will decorate the delicate vase with an intricate design.

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 *Parts of Speech and Definitions*. Draw attention to the dictionary entry for *exercise*.

An entry word is classified into a category or part of speech to explain how the word is used. The dictionary lists the part of speech for each entry word. Some entry words have more than one part of speech.

- ▶ Point out that the definitions for different parts of speech are numbered separately.

What two parts of speech are given for *exercise*? **noun and verb**

- ▶ Review these parts of speech as needed.
- ▶ Ask a student to read the first sentence after the entry.

What part of speech is *exercise* in this sentence? **verb**