

CD Materials and Preparation

Optional pages:

- List 8 Spelling Words, List 8 Review
- Alternate Final Test List 8

Day 1

- Word Sort List 8

- Derivational Suffixes

Day 2

- Word Study

- Word Meaning

Day 1

Derivational Suffixes *ion* and *ation*

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

What suffix has been added to each of the base words?
ion

What spelling change was made to the base word before the suffix *ion* was added? The final *e* was dropped.

- Read the words together again.

How does the sound of the final letter *t* in the base word change when the suffix *ion* is added? The sound changes from /t/ to /sh/.

- Elicit from the students that the letter *t* plus the suffix *ion* form the final /shən/ syllable.
- Reveal part B of the visual. Read the pairs of words together.

What suffix has been added to the 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.”

What spelling change was made to the base words before the suffix *ation* was added? The final *e* was dropped.

- Display part C. Read the words together.

What suffix has been added to the base word *memorize*?
ation

What spelling change was made to the base word? The final *e* was dropped.

- Underline the *i* in both words.
- Elicit from the students that the long *i* sound in *memorize* changed to a short *i* sound in *memorization*.

Word Sort

- Instruct the students to turn to Worktext page 30.
- Display Word Sort List 8. Explain the Word Sort activity and discuss sorting each Pattern Word in pairs by the spelling of the base word.
- Choose a student to read the first pair of words.

Pattern Words

communicate
communication
explore
exploration
pollute
pollution
migrate
migration
memorize
memorization
examine
examination
circulate
circulation
observe
observation
persecute
persecution
navigate
navigation

Review Words

temptation
explanation
demonstration
illustration
revelation

The derivational 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. When one of these suffixes is added to a base word, the spelling of the base word may change. When a suffix beginning with a vowel is added to a base word ending in a vowel and a consonant and a final *e*, the final *e* is dropped before adding the suffix. The letter *t* plus the suffix *ion* forms the final syllable. The primary accent shifts to the syllable before *tion*.

nav'i-gate nav-i-ga'tion pol-lute' pol-lu'tion

When a suffix beginning with a vowel and having more than one syllable is added to a base word, the last consonant of the base word moves to the first syllable of the suffix. The primary accent shifts to the syllable before *tion*.

mem'o-rize mem-o-ri-za'tion

Word Sort

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

Base word	Related word
Ends in <i>ate</i>	+ <i>ion</i>
<i>communicate</i>	<i>communication</i>
<i>migrate</i>	<i>migration</i>
<i>circulate</i>	<i>circulation</i>
<i>navigate</i>	<i>navigation</i>
Ends in <i>ute</i>	+ <i>ion</i>
<i>pollute</i>	<i>pollution</i>
<i>persecute</i>	<i>persecution</i>
Ends in other final <i>e</i> syllables	+ <i>ation</i>
<i>explore</i>	<i>exploration</i>
<i>memorize</i>	<i>memorization</i>
<i>examine</i>	<i>examination</i>
<i>observe</i>	<i>observation</i>



migration

Does the word *communicate* end in *ate* or *ute*? *ate*

Which suffix was added to the base word *communicate*? the suffix *ion*
Under which headings would we write this pair of words? under the *Ends in ate* and + *ion* headings

- Direct the students to write *communicate* as the base word and *communication* as the related word under the correct headings as you write for display.
- Choose a student to read the second pair of words.
What suffix was added to the base word *explore*? the suffix *ation*
Under which headings would we write this pair of words? under the headings *Ends in other final e syllables* and + *ation*
- Direct the students to write *explore* as the base word and *exploration* 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.

Pretest

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

Word Study

Write the Pattern Word that completes each pair of related words. Complete the sentences.

List 1

1. pollute
2. circulate
3. observe
4. persecute

List 2

pollution
circulation
 observation
persecution

5. The words in List 2 are nouns. The words in List 1 are verbs. Adding an *ion* ending usually changes the part of speech from a verb to a noun.

Write the Pattern Word that completes each sentence. Circle the meaning that matches the way the word is used in the sentence.

6. Early settlers began to migrate westward in order to homestead land.
 Ⓐ to move regularly to a different place at a certain time of the year
 Ⓑ to move from one country or area and live in another
7. The veterinarian completed an examination of the puppy before vaccinating it.
 Ⓐ an inspection
 Ⓑ a test

Write the Pattern Word that completes each sentence.

- communication 8. Sign language is an example of nonverbal ____.
- persecute 9. Some people ____ Christians because of their faith in Jesus Christ.
- observation 10. In science class, we recorded our ____ of the germination of tomato seeds.
- memorization 11. Tanya will easily learn her part in the play because she is good at ____.
- exploration 12. Divers live and work in an underwater habitat during extended ocean ____.
- circulate 13. Exercise causes the heart to beat faster to ____ blood throughout the body.
- examine 14. Did you ____ the contents of the package to make sure nothing is damaged?
- navigate 15. The captain had to ____ the large ship safely within the small harbor.



examination

The primary accent is on the first syllable of the base word *circulate*. Where is the primary accent in *circulation*? on the syllable before *tion*

Adding a derivational suffix may affect the placement of the primary accent. The primary accent often shifts to the syllable before the suffix.

Use of the Learn to Spell a Word study method provides multisensory practice of spelling words. An optional form is available on the Teacher's Toolkit CD.

- ▶ Follow a similar procedure with the words *communicate* and *communication*.
- ▶ Display part B. Read the pairs of words together.
- ▶ Draw attention to *observe* and *observation*.
 What spelling change was made to the base word? The final *e* was dropped.
- ▶ Draw attention to the syllable division of both words.
- ▶ Elicit from the students that the final consonant *v* moved to join the first syllable of the suffix.
 The primary accent is on the second syllable of the base word *observe*. Where is the primary accent in *observation*? on the syllable before *tion*
- ▶ Follow a similar procedure with the words *memorize* and *memorization*.

Review Words

- ▶ Direct a student to write *explanation*, *revelation*, *demonstration*, *illustration*, and *temptation* for display.
- ▶ Choose another student to write the base word beside each related word.
- ▶ Discuss the spelling change that occurred to each base word when the suffix was added.

Word Meaning

- ▶ Instruct the students to turn to Worktext page 30.
- ▶ Display *Word Meaning*. Explain that the verb tense of the base word may need to be changed in this activity.
- ▶ Choose a student to read the first example.
 Which pair of related words would complete the sentences? *circulates* and *circulation*
- ▶ Invite a student to write the words for display.
- ▶ Follow a similar procedure for the remaining sentences.
- ▶ Complete page 31.

Spelling 6

List 8 • 31

communicate	migrate	memorize
communication	migration	memorization
examine	pollute	explore
examination	pollution	exploration

Differentiated Instruction

Day 2

Word Study

- ▶ Display *Word Study* part A. Read the pairs of words together.
- ▶ Draw attention to *circulate* and *circulation*.
 What spelling change was made to the base word? The final *e* was dropped.
- ▶ Draw attention to the syllable division of both words.
- ▶ Elicit from the students that the final consonant *t* moved to join the suffix to form the final syllable.

Day 3

Practice Test

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

1. explore The dog was eager to **explore** its new surroundings.
2. examination My sister studied hard for her final **examination**.
3. communicate We can use writing to **communicate** love to others.
4. exploration Madison likes to read about space **exploration**.
5. migrate Each winter many humpback whales **migrate** to Hawaiian waters.
6. memorization Scripture reading and **memorization** are important for spiritual growth.
7. pollute Garbage can **pollute** lakes and streams.
8. migration Ella's class studied bird **migration**.
9. examine I will **examine** the results and write a conclusion for my report.
10. communication Spelling is one tool in written **communication**.
11. memorize Did you **memorize** your piano song?
12. pollution The smog over the city was evidence of air **pollution**.
13. observe When biking, I **observe** all safety rules.
14. persecution The early church suffered **persecution** from the Romans.
15. navigate The captain will **navigate** the boat through the narrow channel.
16. circulation The **circulation** of the newspaper includes several counties.
17. persecute Christ taught his followers to pray for those who **persecute** them.
18. circulate A large fan helps to **circulate** the air.
19. navigation Polynesians used their **navigation** skills to travel to different islands.
20. observation Direct **observation** of the sun can harm your eyes.
21. explanation I listened to the **explanation** of how volcanoes are formed.
22. revelation We waited for the **revelation** of the winning team.
23. demonstration Addison gave a **demonstration** of how to make a pillow.

Proofreading

Mackenzie wrote a summary of an article about the ocean's importance to humans as a resource.

Circle each word that is spelled incorrectly. Write the correct spelling.

The ocean covers about seventy percent of the earth's surface. People from early cultures in coastal areas would examin ways to harvest food from the sea. They caught fish and gathered shellfish. Building ships allowed trade through navigashun. Ships built for warfare enabled countries to demonstrate military power on the sea.

Today fishermen still harvest food from the sea. Ships provide transportation for people and cargo. People use sonar technology to find sunken ships and treasures in the ocean. Submarines participate in military defense without obzurvation. Robotic equipment allows scientists to explore and research the ocean floor. In the future, people will continue to rely on the ocean as a resource for food, transportation, military defense, expleration, and research.

examine

participate

navigation

observation

demonstrate

exploration

Word Study

Write the Review Word that completes each sentence.

illustration

1. After seeing the _____ in the book,
I understand what the diving bell
looks like.

explanation

2. I wrote an _____ of how I did my
history project and the materials I used.

revelation

3. The Scriptures are God's _____ of Himself to mankind.

temptation

4. I resisted the _____ to go to my friend's house instead of doing my homework.

demonstration

5. The salesperson did a _____ of the electronic device's functions.

communicate
communication
explore
exploration
pollute
pollution
migrate
migration
memorize
memorization
examine
examination
circulate
circulation
observe
observation
persecute
persecution
navigate
navigation
temptation
explanation
demonstration
illustration
revelation



24. illustration The teacher used an **illustration** to show how a closed circuit works.
 25. temptation Christians can rely on God and His promises in Scripture in times of **temptation**.
- Follow the procedure for dictating a sentence (page 4).
Salmon navigate through oceans, rivers, and streams as they migrate home.

Proofreading

- Write for display: *Hunter received the award for Bible memorization.*
► Remind the students to look at each word carefully as you read the sentence aloud.

Are all the words in this sentence spelled correctly? **no** Which word is misspelled? **memorization**

What change needs to be made? **Drop e after z.**

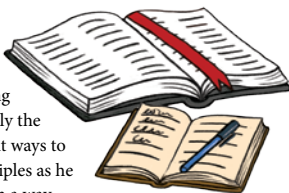
- Choose a student to circle the misspelled word and write it correctly.

What should we remember about the spelling of this word? **The e is dropped from the base word before adding ation.**

- Direct the students to turn to Worktext page 32.
► Ask a student to read the introduction.

Writing

After a person accepts Jesus Christ as his Savior, he reads the Bible to see what God wants him to know. He looks for what the Bible is teaching about God and who He is. He also looks for how God wants him to apply the truths he learns from God's Word. Those truths include principles about ways to use words when thinking and speaking. A Christian applies these principles as he writes. Since words are important, he asks God to help him use words in a way that reflects his love for God and his desire to use words to serve God and others.



Read each verse. Answer the questions.

Psalm 19:14

What does this verse teach me about God and how He wants me to think and speak?

How can I apply this verse to my choices about what I write?

Philippians 4:8

What does this verse teach me about God and what He wants me to think about?

How can I apply this verse as I make choices about what I write?

Ephesians 4:25

What does this verse tell me about God and how He wants me to speak to others?

How can I apply this verse when I am writing to others?

Spelling 6

List 8 • 33

Mackenzie's assignment is to write a summary from her research about how people have used earth's oceans. How can she honor God as she writes her summary? Possible answers: write the facts accurately; spell the words correctly; proofread her work

- ▶ Complete the page.

List 8 Review

Day 4

Review

- ▶ Review activities help the students to progress toward long-term memory of the spelling words as well as the generalizations that can be applied to those words.
- ▶ Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce this week's spelling skills.

Writing

- ▶ Guide a discussion about the meaning of the word *principle*. Remind the students that a principle is a basic truth or law. It can also mean a rule or standard for right choices. [BATs: 3b Mind; 5d Communication; 8b Faith in the power of the Word of God]

A Christian reads the Bible to know God and to know what attitudes and actions honor God. He learns principles about right thinking and about the right way to use words. A believer also applies these principles to what he writes.

- ▶ Direct the students to turn to Psalm 19:14 in their Bibles. Ask a student to read the verse aloud.

Psalm 19 is a prayer of David. In verse 14 David is asking God to work in his heart so that two things become pleasing to God. What are those two things? **his words and his thoughts**

What reason does David give for being confident that God will work in his heart? **God is his strength (or rock) and his Redeemer.**

David not only used these words to speak to God but he also wrote these words in a psalm.

Because words are important, a Christian asks God to help him use words in a way that honors God and communicates God's love and truth to others.

- ▶ Instruct the students to turn to Worktext page 33.
- ▶ Invite a student to read the introduction.
- ▶ Guide the students in completing the page.

Suggestions for additional writing activities appear in the Writing Activities section of the Teacher's Toolkit CD.

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. You can observe birds as they migrate south.
 2. Scientists explore ways to reduce pollution.

Alternate final tests with different word order and context sentences are available on the Teacher's Toolkit CD.