

Derivational Suffixes *ion*, *ation*

CD Materials and Preparation

Optional pages:

- List 7 Spelling Words, List 7 Review
- Alternate Final Test List 7

Day 1

- Word Sort List 7
- *Derivational Suffixes*

Day 4

- *Syllable Division and Accents*

Day 2

- *Word Study*
- *Word Meaning*

Italicized items are
Instructional Aids.

Day 1

Derivational suffixes *ion* and *ation*

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

What do these words have in common? The first word is the base word in the second word; the related words end in *ation*.

What derivational suffix was added to *illustrate*? *ion*

- ▶ Remind the students that the suffix *ion* means “action,” “process,” or “the result of an action or process.”
- ▶ Call attention to the pair *illustrate/illustration*.

What does the word *illustrate* mean? to provide pictures or diagrams to decorate or explain

An illustration is something that someone has illustrated.

- ▶ Draw attention to *transport* and *transportation*. Explain that the derivational suffix *ation* has been added to *transport*.

The suffix *ation* means “action,” “process,” or “the result of an action or process.” How are the two words related in meaning? Possible answer: *Transportation* is the name we give to the action of transporting something from one place to another.

Was there any change in the spelling of either base word? yes

- ▶ Elicit that the final *e* in *illustrate* was dropped. There was no change to *transport*.
- ▶ Display part B. Read the pairs of words together.
What is the base word of *temptation*? *tempt* What suffix has been added? *ation* Was there a spelling change to the base word? no
- ▶ Follow a similar procedure with the remaining words.
- ▶ Display part C. Read the pairs of words together.
- ▶ Draw attention to the first pair of words.

Pattern Words

explain
explanation
tempt
temptation
meditate
meditation
reveal
revelation
transport
transportation
illustrate
illustration
expect
expectation
concentrate
concentration
participate
participation
demonstrate
demonstration

Review Words

redemption
description
decision
reception
comprehension

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.

explain explanation

When the suffix *ion* 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* is often added to form the final syllable *tion*.

demonstrate demonstration

Word Sort

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

Base word	Related word
Adding the suffix <i>ion</i>	
<i>meditate</i>	<i>meditation</i>
<i>illustrate</i>	<i>illustration</i>
<i>concentrate</i>	<i>concentration</i>
<i>participate</i>	<i>participation</i>
<i>demonstrate</i>	<i>demonstration</i>
Adding the suffix <i>ation</i>	
<i>explain</i>	<i>explanation</i>
<i>tempt</i>	<i>temptation</i>
<i>reveal</i>	<i>revelation</i>
<i>transport</i>	<i>transportation</i>
<i>expect</i>	<i>expectation</i>



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

- ▶ Elicit from the students that the letters *ai* are changed to *a* in the second syllable.
Does the vowel sound change also? yes
- ▶ Guide the students in identifying the change from a long vowel sound to the schwa sound.
- ▶ Follow a similar procedure with the second pair of words.
- ▶ Elicit from the students that the letters *ea* are changed to *e* in the second syllable and that the vowel sound changes from a long vowel sound to the schwa sound.

Word Sort

- ▶ Instruct the students to turn to Worktext page 26.
- ▶ Display Word Sort List 7. Explain the Word Sort activity and discuss sorting each Pattern Word by the suffix used in the related word.
- ▶ Choose a student to read the first pair of words.
Which suffix was added to the base word *explain*? the suffix *ation*
How did the spelling of the base word change? *ai* changed to *a*

Word Study

Add the suffix *ion* or *ation* to each base word. Write the related word under the correct heading for the spelling change.

transport participate demonstrate tempt expect concentrate

No change to the base word

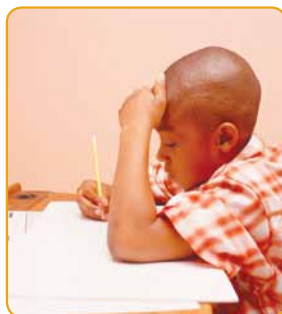
1. transportation
2. temptation
3. expectation

Drop the final e

4. participation
5. demonstration
6. concentration

Write the Pattern Word that is a synonym or near synonym for the given clue. Write the part of speech for each spelling word.

	Synonym	Part of speech
7. define, interpret	<u>explain</u>	<u>verb</u>
8. a picture, an image	<u>illustration</u>	<u>noun</u>
9. conclusion, judgment	<u>decision</u>	<u>noun</u>
10. ponder, reflect	<u>meditate</u>	<u>verb</u>
11. anticipate, hope	<u>expect</u>	<u>verb</u>
12. show, prove	<u>demonstrate</u>	<u>verb</u>
13. salvation, rescue	<u>redemption</u>	<u>noun</u>



concentration

Write the Pattern Word that completes each sentence.

- transport 14. Brayden used the wagon to _____ plants to the backyard.
- Meditation 15. _____ on Scripture is essential for a Christian's spiritual growth.
- explanation 16. My friend gave an _____ for why she missed my birthday party.
- illustrate 17. After Pat wrote her story, she chose to _____ it with her own drawings.
- reveal 18. When will Mrs. Clark _____ the winners of the writing contest?
- revelation 19. We were present for the _____ of the sculptor's latest statue.
- concentrate 20. James tries to _____ during math speed drills.
- demonstration 21. The sixth graders enjoyed the _____ of the movable pulleys.
- concentration 22. Solving mental math problems requires much _____.

Spelling 6

List 7 • 27

Day 2

Word Study

- Display *Word Study*.
- Draw attention to the headings. Explain that the students will add the suffix *ion* or *ation* to each base word to form a related word. The related word will be written under the heading that tells what happens to the base word when the suffix is added.

What suffix should we add to spell *meditation*? ion

What change should be made to the base word to spell *meditation*? drop the final e

- Invite a student to write *meditation* under the heading *Drop final e*.
- Follow a similar procedure to complete the activity.

Review Words

- Direct students to write *decision*, *redemption*, *reception*, *comprehension*, and *description* for display.
- Select others to write the base word beside each related word.
- Discuss how the spelling of each base word was changed when the suffix was added.

Word Meaning

- Display *Word Meaning*.
- Read aloud the first sentence.
Which spelling word completes the sentence? meditate
- Direct a student to write each answer as it is discussed.
What part of speech is *meditate*? verb How do you know? It shows action.
- Follow a similar procedure as you discuss each word and part of speech.
How does the part of speech change when we add the suffix *ion* or *ation* to a base word? It changes the part of speech from a verb to a noun.
- Complete page 27.

Under which heading should we write this pair of words? under the heading Adding the suffix *ation*

- Direct the students to write *explain* as the base word and *explanation* 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.

Pretest

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

illustrate	reveal	explain
illustration	revelation	explanation
meditate	tempt	transport
meditation	temptation	transportation

Differentiated Instruction

Day 3

Practice Test

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

1. transport The Chinese often use bikes to **transport** almost anything.
2. explanation He gave an **explanation** of the difference between evaporation and condensation.
3. illustrate The author chose to **illustrate** his book.
4. temptation God can help us overcome **temptation**.
5. reveal It is time to **reveal** the prize you won!
6. illustration The **illustration** on the cover captured our attention.
7. explain I will **explain** these instructions.
8. meditation **Meditation** on the verse helped me apply it to my choices.
9. tempt Satan came to **tempt** Christ in the wilderness.
10. revelation We awaited the **revelation** of our new school mascot.
11. meditate Psalm 1:2 says the blessed man will **meditate** on God's Word.
12. transportation The cost of **transportation** affects the prices of groceries and other goods.
13. concentrate I **concentrate** when I play chess.
14. participation Class **participation** included everyone.
15. expectation Our **expectation** of snow was dashed when it began to rain.
16. demonstrate Amy will **demonstrate** how to skate.
17. concentration Golfing requires **concentration**.
18. expect We **expect** rain the day after tomorrow.
19. demonstration The camp instructor did a **demonstration** of the zip line.
20. participate We will **participate** in the science fair.
21. decision I made the **decision** to be kind to my sister.
22. redemption Christ died on the cross to provide our **redemption**.
23. reception Our church had a **reception** for the missionary family.
24. comprehension I am working to improve my reading **comprehension**.
25. description Savannah wrote a **description** of the golden eagle.

Proofreading

Julia read in Matthew 9:2–8, Mark 2:1–12, and Luke 5:17–26 about a man who was carried to Jesus by his friends. She wrote the Bible account in her own words.

Circle each misspelled word. Write the correct spelling.

Jesus had returned to Capernaum. Soon people began to broadcast the news that He was in a house in Capernaum. Four men had a friend who was paralyzed. The expectation that Jesus could heal their friend made the men decide to tranzport their friend on his bed to the Savior.

When they reached the house, they could not get through the crowd of people who came to hear Jesus preach. The four men did not give in to the temntation to give up. After removing some tiles from the roof, they lowered the bed on which the paralyzed man lay to where Jesus was in the house. The Savior perseived the man's needs. He not only forgave the man's sin, but He also healed his disease. The man rose up at Jesus' command, took up his bed, and returned to his own house.

Everyone was amazed at this demenstration of God's power. It was also an ilustration of His love for those needing forgiveness and healing. The crowd did not withhold their praise as they began to glorify God.

broadcast

perceived

transport

demonstration

temptation

illustration

Word Study

Write the Review Word that matches each clue.

decision

1. a final or definite conclusion; a judgment

comprehension

2. the act of understanding

redemption

3. the act or condition of rescuing, buying back, or freeing

reception

4. the act of receiving someone or something

description

5. a spoken or written account of something

28 • List 7

explain
explanation
tempt
temptation
meditate
meditation
reveal
revelation
transport
transportation
illustrate
illustration
expect
expectation
concentrate
concentration
participate
participation
demonstrate
demonstration
redemption
description
decision
reception
comprehension



Spelling 6

- Follow the procedure for dictating a sentence (page 4).
Meditation on God's Word can help us to avoid temptation and demonstrate God's love to others.

Proofreading

- Write for display: *I asked my older brother to explain the pastor's sermon to me.*
- Instruct the students to look at each word carefully as you read the sentence aloud.
- Is each word spelled correctly? no Which word is misspelled? explain
What change should be made? Add i after a and drop the final e.
- Choose a student to circle the misspelled word and write it correctly.
- What should we remember about the spelling of explain? The vowel pair ai makes the long a sound.
- Instruct the students to turn to Worktext page 28.
- Ask a student to read aloud the introduction to the proofreading passage.
- Complete the page.

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

List 7 Review

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.

- | | | | |
|-------------------------|----------------------|------------------------|--------------------|
| 1. (dī-sīzh 'ən) | <u>decision</u> | 4. (rī-dēmp 'shən) | <u>redemption</u> |
| 2. (tēmp-tā 'shən) | <u>temptation</u> | 5. (ēk 'splā-nā 'shən) | <u>explanation</u> |
| 3. (kōn 'sən-trā 'shən) | <u>concentration</u> | 6. (dī-skrip 'shən) | <u>description</u> |

Syllable Division and Accents

When the suffix *ion* is added to a base word ending in the letter *t* plus a final *e*, the final *e* is dropped and the letter *t* plus the suffix *ion* forms the final syllable.

When the suffix *ation* is added to a base word ending in a consonant, the consonant moves to the first syllable of the suffix.

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

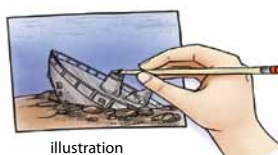
il'lus·trate' il'lus·tra·tion ex·pect' ex·pec·ta·tion

Use the syllable division pattern of the base word and one of the suffix rules above to write the related word in syllables. Place a dot between the syllables. Use the Spelling Dictionary to check your answers.

- | | | | |
|------------------|-------------------------|--------------|-----------------------|
| 7. dem·on·strate | <u>dem·on·stra·tion</u> | 10. tempt | <u>temp·ta·tion</u> |
| 8. med·i·tate | <u>med·i·ta·tion</u> | 11. ex·plain | <u>ex·pla·na·tion</u> |
| 9. ex·pect | <u>ex·pec·ta·tion</u> | | |

Apply a suffix rule 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. Use the Spelling Dictionary to check your answers.

- | | | | |
|------------------------|--------------------------|--------------------|-------------------------|
| 12. par·tic 'i·pate | <u>par·tic·i·pa·tion</u> | 15. re·veal' | <u>rev·e·la·tion</u> |
| 13. il'lus·trate | <u>il'lus·tra·tion</u> | 16. con 'cen·trate | <u>con·cen·tra·tion</u> |
| 14. trans·port' (verb) | <u>trans·por·ta·tion</u> | | |



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

- ▶ Direct the students to locate the entry word *explain* in the Spelling Dictionary. Draw attention to the reduced pronunciation key shown on the two-page spread.

The reduced pronunciation key includes symbols that have special markings or spellings. It appears on every other page in this dictionary.

- ▶ Draw attention to the pronunciation respelling for the word *explain*.
- ▶ Remind the students that the pronunciation respelling is a notation system using letters and symbols to represent the pronunciation of a word.

What word is the example for the sound of *e* in *explain*? *fit*

- ▶ Display *Syllable Division and Accents* part A. Draw attention to the syllable division of *illustrate*.

- ▶ Ask the students to locate the related word *illustration* in the Spelling Dictionary.

What spelling change was made to *illustrate* when the suffix *ion* was added? The final *e* was dropped.

- ▶ Point out the final *t* in each word.

When the suffix *ion* is added to a base word ending in a consonant plus a final *e*, the *e* is dropped and the consonant *t* plus *ion* form the final syllable.

- ▶ Place a dot to divide the syllables in *illustration*.
- ▶ Draw attention to the primary accent in both words.

What do you notice about the placement of the primary accent? It moves to a different syllable.

When the suffix *ion* is added to a base word, the primary accent usually shifts to the syllable before *tion*.

- ▶ Place an accent on the stressed syllable in *illustration*.
- ▶ Guide the students in dividing and accenting the remaining related words.
- ▶ Display part B. Point out the final *t* in *expect*.
- ▶ Ask the students to locate the entry for the related word *expectation*.

When we add the suffix *ation* to a base word, how many syllables are we adding? *two*

When the suffix *ation* is added to a base word ending in a consonant, the final consonant plus *a* form the first syllable of the suffix. The primary accent shifts to the syllable before *tion*.

- ▶ Place a dot to divide the syllables.
- ▶ What do you notice about the placement of the primary accent? It moves to a different syllable.

When the suffix *ation* is added to a base word, the primary accent usually shifts to the syllable before *tion*.

- ▶ Place an accent on the stressed syllable in *expectation*.
- ▶ Explain that this is the syllable formed from the final consonant and the letter *a* from the suffix.
- ▶ Guide the students in dividing and accenting the remaining words.
- ▶ Complete page 29.

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 had to concentrate to complete the illustration for my project.
 2. I was able to participate in the demonstration of kite flying.