Lesson Objectives

Day 1

Students will:
- Understand the function and meaning of the suffix -ion
- Understand how adding the suffix -ion usually creates nouns
- Read and write words with base words ending in -ct and -ss
- Read and write words with the suffix -ion

Materials:
- Anchor Poster
- BLM 1: Anchor Chart
- BLM 2: Category Cards
- BLM 3–4: Word Cards
- BLM 5: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—collection, discussion, election, affection, obsession, profession

Day 2

Students will:
- Sort words with the suffix -ion by base endings
- Write and define words with the suffix -ion

Materials:
- Anchor Poster
- BLM 1: Anchor Chart
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—collection, discussion, election, affection, obsession, profession

Day 3

Students will:
- Sort words by base word endings
- Use words with suffix -ion in meaningful sentences

Materials:
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 5

Day 4

Students will:
- Identify words with the suffix -ion
- Write and spell words with bases ending in -ct and -ss and the suffix -ion

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

Students will:
- Spell words with bases ending in -ct and -ss and the suffix -ion

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Stopwatches (Day 2)
Day One

Supporting ELs
Use Spanish cognates where useful to support English Learners. Explain that the Spanish -ción is equivalent to the English -ion. Offer the following examples of Spanish cognates ending in -ción: la anticipación/anticipation; la civilización/civilization; la concentración/concentration. Tell students that although in Spanish the ending (-ción) is stressed, in English the syllable before the ending is stressed.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word protection on the chalkboard. Show how you divide the word into three syllables between the o and t and then between the c and the t. Explain that you now have three syllables. The first, pro, has a long o. The second, tec, has a short e. And the last syllable, tion, is pronounced /shun/. Read each syllable and then blend the syllables together pro/tec/tion: protection. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Verb Suffixes -en, -ize, -ify
Focus Words: frighten, civilize, classify
Write frighten, civilize, and classify on the chalkboard. Have volunteers name the suffix in each word and name the word’s part of speech. Ask students to turn to a buddy and define each word and use it in a sentence.

Introduce Suffix -ion with No Spelling Change

Model
Write the suffix -ion on the chalkboard. Explain to students that today they will be working with the suffix -ion. Say: This suffix appears in many words and refers to an “action or process” or “the result of an action or process.” Adding -ion to a base word usually changes it from a verb to a noun.

Write the base words collect, express, protect, and discuss on the chalkboard along with the derivatives collection, expression, protection, and discussion. Read each base word and derivative word aloud, emphasizing the last syllable /shun/. Say: When we add -ion to these words, the last syllable becomes /shun/.

Point to the word collection. Say: A collection is the result of the process of collecting. If you collect stamps, you have a collection: col/lec/tion. Note how the last syllable becomes /shun/.

Repeat this modeling with express. Explain that this week you will be focusing on -ion with base words ending in -ct or -ss. Tell students that no spelling changes occur when adding -ion to base words with these endings.

Guide
Write the word protection on the chalkboard. Ask a student to read the word aloud and then define it. Make sure students pronounce the last syllable, /shun/, correctly. Then have students use the word in a sentence.

Repeat this activity with the word discussion. Note for students that, in this case, the base word discus is changed from a verb to a noun.

Apply
Have students work in pairs to generate words with suffix -ion. Encourage them to focus on -ion words whose bases end with -ct or -ss. Have them sort the words by the base word ending (-ct, -ss, Other) in their word study notebooks.

Once students have sorted their words, ask them to identify the part of speech of each word and have them use each word in a sentence.
**Spelling Words with Suffix -ion**

**Unit Spelling Words:** collection, protection, perfection, construction, expression, discussion, oppression, impression

List the spelling words on the chalkboard and say them aloud. Then write each word’s base word on the chalkboard below it: collect, protect, perfect, construct, express, discuss, oppress, and impress. **Say:** What do you notice about these base words? (Students should identify that the base words end with -ct and -ss.)

Remind students that the suffix -ion can be added to many different base words. **Say:** Today we are going to focus on base words ending with -ct and -ss. When you add the suffix -ion to base words with these endings, there is no spelling change.

Focus on the word protection. Say the word slowly, syllable by syllable: **pro/tec/tion.** Then repeat with expression. **Say:** Whether the last syllable is spelled -tion or -sion, it is pronounced /shun/.

Read the spelling words aloud again with students, emphasizing the last syllable /shun/. Then help students define any words they do not know.

Ask students to copy the spelling words into their word study notebooks. Have partners swap notebooks to check each other’s spelling.

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**Assessment Tip**

Listen as students read this week’s suffixes. If students are having difficulty pronouncing the last syllable in words with the suffix -ion, encourage them to write the phonetic spelling of each word next to the word in their notebooks.

**Home/School Connection**

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Common Features Sort

<table>
<thead>
<tr>
<th>-ct</th>
<th>-ss</th>
</tr>
</thead>
<tbody>
<tr>
<td>collection</td>
<td>discussion</td>
</tr>
<tr>
<td>connection</td>
<td>expression</td>
</tr>
<tr>
<td>construction</td>
<td>impression</td>
</tr>
<tr>
<td>destruction</td>
<td>oppression</td>
</tr>
<tr>
<td>detection</td>
<td>procession</td>
</tr>
<tr>
<td>direction</td>
<td></td>
</tr>
<tr>
<td>extinction</td>
<td></td>
</tr>
<tr>
<td>protection</td>
<td></td>
</tr>
<tr>
<td>selection</td>
<td></td>
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<tr>
<td>subtraction</td>
<td></td>
</tr>
</tbody>
</table>

Review Suffix -ion with No Spelling Change

Display the anchor poster. Discuss how the spelling does not change when adding -ion to -ct and -ss base words.

Write the words selection, subtraction, oppression, and possession on the chalkboard. Organize students into small groups. Say: Write these words in your writing notebooks. Circle the suffix in each word. Then work as a group to name the part of speech of each word and use it in a sentence.

Have students write their sentences in their word study notebooks.

Guess My Category Sort

Teacher Word Cards: collection, discussion
Teacher Category Cards

Display the category cards -ct and -ss in the pocket chart. Say: We are going to sort words according to their base endings—either -ct or -ss.

Demonstrate by sorting the word collection. Say: The base word for collection is collect. It ends with -ct so I sort it into the category -ct. Remind students that there is no spelling change when adding -ion to words ending in -ct.

Have students work with you to sort the word discussion. Once students have identified its base, review the word’s meaning and pronunciation. Say: A discussion is “the act of discussing.” It is a noun. We read the word as: dis/cus/shun.

Have each student the word cards from BLM 3 and the category cards -ct and -ss. Have them sort all of the cards into these categories by base-word ending. You may wish to give students the anchor chart on BLM 1 to use as a reference.

Spelling. Have students sort the spelling words into the categories -ct and -ss. Have them write the categories at the top of a page in their word study notebooks. Then have them write each spelling word into the appropriate column.

Guess My Category Sort

Teacher Word Cards: election, affection, obsession, profession

Place the word cards in the pocket chart, sorting election and affection together and obsession and profession together. Explain to students that they will determine your categories from this sort and then use those categories to do a sort of their own.

Give each student a set of word cards from BLM 4. Have students sort the cards into the categories indicated by election/affection (-ct) and obsession/profession (-ss). As an extension, you may have students time themselves with a stopwatch to see how fast they can sort the words.

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.
No Peeking Sort

**Teacher Word Cards: same as BLM 5**

**Teacher Category Cards**

Explain to students that they will be listening to words you read and sorting them according to their base word endings. Explain that they will have to listen carefully to the second-to-last syllable in each word, which will give them the clue to the base word ending. Make sure they understand that the last syllable for each word will always sound like /shun/.

Place the category cards in a pocket chart.

Model sorting words by their base word endings. Without showing students the word card, read aloud the word *abduction*. **Say:** First I need to determine the base word: *ab/duc/tion*. The last syllable I hear is /shun/. The second to last syllable ends with /k/, *duc*. I know that when *-ion* is added to words ending in *-ct* that the *t* goes with *-ion* to make /shun/. So if the middle syllable ends with /k/, the base word must end with *-ct*. I will place this card in the *-ct* category. Have a volunteer place the word into the correct category in the pocket chart.

Have students try the next one with you. Read aloud the word *compression* and have a student say the word aloud, emphasizing the middle syllable. Then have a volunteer place the word into the correct category. (-ss)

Read aloud the rest of words from BLM 5. Have students say where to place each word according to the sound of the base word ending.

**Applying Meaning**. Give students BLM 7 and have them complete the cloze, choosing the correct word with suffix *-ion*.

<table>
<thead>
<tr>
<th>-ct</th>
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<tbody>
<tr>
<td>abduction</td>
<td>compression</td>
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<td>confession</td>
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**Assessment Tip**

If students are having difficulty dividing words into syllables, have them create flash cards that show syllabication and phonetic spellings of words with suffix *-ion*.

**Providing Support**

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

**Home/School Connection**

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

**Supporting ELs**

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with the suffix -ion.

If You Have Enough

(A Retelling of One of Aesop’s Fables)

Once there was a dog that was walking along an alley. Suddenly, he lifted his nose into the air and sniffed. He smelled something coming from under a nearby trash heap. As he nosed around in a pile of trash, the odor grew stronger. He quickly discovered the source of his delight—a large sausage!

Soon he had the sausage in his possession. It was a good one, too, because it was fresh and juicy. The dog could not believe his good luck and looked forward to devouring this tasty treat. But he decided not to risk eating it there in the alley, fearing that other dogs would come by and steal it. So he tucked the sausage into his mouth and headed for his home where he could eat in peace.

To get home, the dog had to cross a low bridge over a shallow creek. As he trotted across, the dog looked down and saw another dog holding a sausage in his mouth and headed for his home where he could eat in peace.

The next day, the dog returned to the bridge, thinking that he would snatch this large prize. Once he hit the water, the other dog disappeared!

The moral: If you have enough, don’t risk it to go after more than you need!

Word Hunt

Distribute BLM 9 to students. Explain to students that they will read the passage and look for words with the suffix -ion whose base words end in -ct or -ss. Tell them to circle the words they find. Tell students to watch for an oddball that ends with -ion but whose base word does not end with -ct or -ss. (ingestion)

After students have completed the search, have volunteers share and define the words they found.

Have students write the words they found on the chart that they created on Day Two in their word study notebooks.

Challenge students to search through other classroom texts for words with the suffix -ion. Have them add these words to their lists in their word study notebooks.

After students have completed sorting, have them write two sentences, using one word with each base word ending, -ct and -ss.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: beautify, visualize, mistaken.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: collection, protection, expression.

Dictate the following sentence and have students write it on their papers: We had a discussion with the builder because we were under the impression that construction would start sooner.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with the suffix -ion.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

6 Word Study & Vocabulary 3: Unit 14: Suffix -ion with no spelling change ©2010 Benchmark Education Company, LLC
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with the suffix -ion using the Quick-Check for Unit 14.

Suggestions for Independent Practice

Make Words. Give groups of students a set of letter cards and the unit spelling words from BLM 3. Have students create each spelling word using the letter cards. Alternate having students read word cards while other students spell the words.

Crossword Puzzle. Have students work with a partner to create a crossword puzzle that uses words from the word cards with the suffix -ion. Then students can swap their puzzles with another pair and solve.

Word Explorers. Give students magazines or newspapers that can be written in or cut out, Have them search for words that include the suffix -ion and then circle or cut out the words. Then, students can sort the words by base word into the categories -ct, -ss, Other.

What’s My Word? Give small groups of students a stack of word cards. One student picks a card and describes the word to students by listing one syllable, naming a word that rhymes with it, or giving another spelling or phonics-based description. Then other students guess the word and tell its meaning. The first student with the correct guess gets to draw the next card.

Spell It. Give pairs of students twelve word cards. Partner A reads the first card and then listens as Partner B spells the word aloud. Partner A corrects Partner B as needed. Partners alternate reading the word on the word card and spelling it aloud. The object is to spell all the words correctly.
Unit 14 Quick-Check: Suffix -ion with No Spelling Change

Answer Questions
Directions: Read each sentence and choose the word from the word bank that makes the most sense in the sentence.

Word Bank

affection  extinction  instruction  obsession

1. The teacher’s ___________ was to read the passage slowly.

2. Jeb was interested in the ___________ of the woolly mammoth.

3. Loren showed his ___________ by giving his mother a hug.

4. “My ___________ this week is that new album by the Rockers,” Tani said.

Apply
Directions: In the space below, list three to five words you know that have the suffix -ion.

____________________  ________________  ________________  ________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>-ct</th>
<th>-ss</th>
</tr>
</thead>
<tbody>
<tr>
<td>election, injection, malfunction</td>
<td>possession, prediction, production, profession, recession</td>
</tr>
</tbody>
</table>

Think and Write about Suffix -ion with No Spelling Change
Directions: In the space below, explain how understanding words with the suffix -ion helps you as a reader, speller, and writer.