Lesson Objectives

Day 1

Students will:
- Understand the function and meaning of the suffixes -ion and -ian
- Read and write words with base words ending in -t and -ic and the suffixes -ion and -ian

Materials:
- Anchor Poster

Day 2

Students will:
- Sort words with the suffixes -ion and -ian by base-word ending
- Sort base words and words with -ian and -ion by their suffixes or no suffix
- Use and define words with the suffixes -ion and -ian

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—Base -t, Base -ic, -ian, -ion, Base Word
- Teacher Word Cards—adoption, logian

Day 3

Students will:
- Sort words by accented syllable
- Understand and practice syllabication of words with the suffixes -ion and -ian

Materials:
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—First Syllable, Second Syllable, Third Syllable
- Teacher Word Cards—same as BLM 5

Day 4

Students will:
- Identify words with suffixes -ion and -ian
- Write and spell words with bases ending in -t and -ic and the suffixes -ion and -ian

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

Day 5

Students will:
- Spell words with bases ending in -t and -ic and the suffixes -ion and -ian

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
Have fluent English speakers work with English Learners to practice saying this week’s words. Then have partners create flash cards for spelling words that can be illustrated. Students can draw pictures on the cards to define the words. On the other side of each, they can write the word and its pronunciation. Alternatively, have fluent English speakers find pictures that show where people work (doctor’s office for clinician and what people work with (electrical equipment for electrician and instruments for musician).

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word invention on the chalkboard. Show how you divide the word into three syllables between the consonants n and v: in/ven and between the n and t: ven/tion. Explain that you now have three syllables. The first, in, has a short i. The second, ven, has a short e. And the last syllable, tion, is pronounced /shun/. Read each syllable and then blend the syllables together: in/ven/tion: invention.

Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffix -ion with No Spelling Change
Focus Words: connection, profession, obsession, eviction

Write the focus words on the chalkboard and read them aloud with students. Then have volunteers name the suffix in each word and the base word’s endings (-ct or -ss). Have another set of volunteers define each word and use it in a sentence.

Introduce Suffixes -ion and -ian with No Spelling Change

Model
Write the following words on the chalkboard: invention, digestion, musician, magician. Say: As we learned last week, the suffix -ion 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.

Explain that students will also work with the suffix -ian. Remind students that they worked with this suffix a few weeks ago in Unit 7. Read the -ian words magician and musician aloud, emphasizing the last syllable /shun/. Say: When we add -ian to words, the last syllable becomes /shun/.

Point to the word magician. Say: A magician is someone who does magic. The suffix -ian refers to someone who does something. More broadly, -ian means “relating to, belonging to, or resembling.” Mag/i/cian. Note how the last syllable becomes /shun/.

Repeat this modeling with digestion. Tell students that you will focus on the suffix -ion with base words ending in -t and on the suffix -ian with base words ending in -ic. Explain that no spelling changes occur when we add -ion or -ian to base words with these endings.

Guide
Ask a student to read the word invention aloud and identify the base word. Make sure the student pronounces the ending, /shun/, correctly. Have the student define the word. Then have another volunteer use the word in a sentence.

Repeat this activity with the word musician.
Apply

Have students work in pairs to generate words with suffixes -ion and -ian. Have them create columns in their word study notebooks for Base -t and Base -ic. Encourage them to focus on words with bases ending in -t or -ic. Have them sort each word by its base word ending by writing it in the correct column in their word study notebooks.

Spelling Words with Suffixes -ion and -ian

Unit Spelling Words: clinician, desertion, digestion, electrician, disruption, magician, musician, suggestion

Write the spelling words on the chalkboard and have students read them aloud with you. Then have students name each word’s base word. Write these words on the chalkboard below the spelling words: clinic, desert, digest, electric, disrupt, magic, music, suggest. Say: What do these base words have in common? Students should observe that all the base words end with either -t or -ic.

Remind students that the suffixes -ion and -ian are added to base words that have a variety of endings. Explain that when adding -ion to base words with -t and adding -ian to base words with -ic there are no spelling changes.

Point to the word clinician on the chalkboard and read it aloud with students. Then say the base word clinic. Explain to students that when we add -ian to base words ending with -ic, the accent changes. It moves from the first syllable in the base word to the second syllable when the suffix is added: clin/ic, clin/i/cian.

Point to desertion on the chalkboard and read it aloud with students. Break the word into syllables: de/ser/tion. Then say the base word desert (verb form). Say: Notice how in de/sert, the accent is on the last syllable and in de/ser/tion, it stays on the same syllable. Although the syllable becomes the middle syllable when we add -ion, the accent does not change.

Review the spelling words and help students define any words they do not know.

Ask students to list the unit spelling words in their word study notebooks. Have partners swap notebooks and check each other’s spellings.

Assessment Tip

Listen as students read the spelling words. If students are having difficulty determining which syllable is accented, have them create a chart in their notebooks like the one below:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Base Ending</th>
<th>Accent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ion</td>
<td>-t</td>
<td>no change: in/vent becomes in/ven/shun</td>
</tr>
<tr>
<td>-ian</td>
<td>-ic</td>
<td>from first to second syllable: ma/jic becomes ma/ji/shun</td>
</tr>
</tbody>
</table>

Home/School Connection

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

Common Features Sort

<table>
<thead>
<tr>
<th>Base -t</th>
<th>Base -ic</th>
</tr>
</thead>
<tbody>
<tr>
<td>adoption</td>
<td>clinician</td>
</tr>
<tr>
<td>desertion</td>
<td>electrician</td>
</tr>
<tr>
<td>digestion</td>
<td>logician</td>
</tr>
<tr>
<td>distortion</td>
<td>magician</td>
</tr>
<tr>
<td>insertion</td>
<td>musician</td>
</tr>
<tr>
<td>invention</td>
<td></td>
</tr>
<tr>
<td>prevention</td>
<td></td>
</tr>
<tr>
<td>suggestion</td>
<td></td>
</tr>
</tbody>
</table>

Speed Sort

-ian | -ion | Base Word
--- | --- | -----
politician | congestion | congest
diagnostician | eruption | except
pediatrician | exhaustion | exhaust

Common Features Sort

Teacher Word Cards: adoption, logician
Teacher Category Cards: Base -t, Base -ic

Display the category cards Base -t and Base -ic in the pocket chart. Say: We are going to sort words according to their base endings—either -t with the suffix -ion, or -ic with the suffix -ian.

Speed Sort

Teacher Category Cards: -ian, -ion, Base Word

Place the category cards in the pocket chart. Explain that students are going to do a “Speed Sort” on their own, categorizing words according to their suffixes. Explain that some words in this sort do not have suffixes and should be sorted into the Base Word category.

Spelling

Have students sort each spelling word under the correct column, Base -t or Base -ic, in the chart they created in their word study notebooks on Day One.
No Peeking Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: First Syllable, Second Syllable, Third Syllable

Explain to students that they will listen to words you read aloud and sort them according to which syllable is accented. Tell students that you will read both base words and words with the suffixes -ian and -ion. Explain that they will have to listen carefully to hear which syllable is accented.

Place the category cards in a pocket chart.

Model the sort by reading aloud the word assert. Say: I need to determine which syllable is accented. as/sert. The second syllable is accented, so I place it in the Second Syllable category. Next I will sort as/ser/tion. Like assert, the emphasis is on the second syllable, even though the t moves to the last syllable to make the sound /shun/.

Have students try the next one with you. Read aloud the word interrupt. Have a volunteer say the word aloud, emphasizing the third syllable. Then have the volunteer place the word under the correct category in the pocket chart.

Have students make columns on a page of their word study notebooks: First Syllable, Second Syllable, Third Syllable. Read aloud the rest of the words from BLM 5 to students. Have students sort each word according to its accented syllable by writing it in their notebooks.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the correct words with suffixes -ion and -ian to complete the sentences.
Providing Support

Some ELS and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of suffixes -ion and -ian.

A Note from Wendell

Hey Raj:

Sorry I didn’t write back yesterday, but it was a long day at our house.

You probably know that my mom works at home, doing billing for a company that makes computer software. She was working behind her computer. She was costing behind yesterday because of a power outage. You wonder how power went out?

At first, she thought maybe the power was out on our whole block. But she asked neighbors and learned that they all had working electricity. Our house was the only one, so, there was nothing she could do but call the electrician.

We quickly found the problem and, before long, the power was restored. As the guy was the last to leave, he had a whistle in his ear as he told my mom that he would come up the next day to get some strong wire mesh to cover the ventilation holes in our attic. While he was doing this, we were eating. He had determined that teeth had done the damage, probably the teeth of squirrels or rats! He told her that the roof was covered with strong wire mesh. I was so excited. I could not believe that the electrician had found the problem.

If only took the word “flying” to convince my mom that the adoption of his advice was a great idea. She went straight to the hardware store to get all the supplies we needed. Soon, my older sister was up in the attic with my mom, securing wire across the holes. We were all up late, but we hoped that the problem was solved.

See you Saturday.

Wendell

Word Hunt

Distribute BLM 9 to students. Explain to students that they will hunt for words that have the suffixes -ion and -ian.

Have students read the passage before looking for words with the suffixes -ion and -ian. Say: Read the passage through, and then reread the passage, circling words that include the suffixes -ion and -ian.

After students have completed the word hunt, have volunteers say and define the words they found.

Have students sort the words they found by base-word ending. Have them write each word under the correct column, Base -t or Base -ic, in the chart they created in their word study notebooks on Day One.

Challenge students to search through other classroom texts for words with -ion and -ian suffixes. Have them add these words to their lists.

After students have completed their sorts, have them write four sentences, using two words with each suffix -ion and -ian.

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: protection, impression, perfection.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: electrician, magician, suggestion.

Dictate the following sentence and have students write it on their papers: The electrician made a suggestion that I try a new invention that turns out the lights when I snap my fingers.

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.
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 suffixes -ion and -ian using the Quick-Check for Unit 15.

Suggestions for Independent Practice

Suffix/Base Concentration. Give pairs of students the word cards from BLM 4 and BLM 5. Have students place the word cards facedown. Students then alternate turning over pairs of cards trying to find a base word and the same base word with a suffix. Whoever gets the most pairs of cards wins.

Suffix Rhymes. Have pairs of students use this week’s suffixes to create funny poems. Encourage them to choose a rhyme pattern and to use rhythm if possible.

Suffix Stories. Have small groups of students write a collaborative story. Students sit in a small circle. One student begins the story by writing a sentence that includes a word with the suffix -ian or -ion. Then the student passes the paper to the next student, who writes the next sentence in the story. The story writing continues until it reaches the last person in the circle. After the last student writes the ending of the story, he or she reads the entire story aloud.

Word Charades. Give groups of students a stack of word cards. One student chooses a word card and uses gestures and pantomime to define that word. The other students try to guess the word. The first student to guess the word chooses the next card.

Unit 15 Quick-Check: Suffixes -ion and -ian with No Spelling Change

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

Word Bank: adoption digestion invention magician

1. After a long ________ process, the Wingers finally met their new baby.
2. The company’s latest ________ was an extra-speedy sneaker-cleaning machine.
3. Sun Lee’s stomach hurt because she had some ________ problems.
4. “Card tricks are not only for a ________,” my uncle said.

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

_________ ___________ ___________ ___________ ___________ 

Directions: Using the words from the word bank, complete the following, not by writing the words in the appropriate category.

- Suggestion, suggestion, suggestion
- Distraction, distraction
- Obstructive, obstructive, obstructive

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

_____________________________________________________________________________

Answer Key Unit 15 Quick-Check

Answer Key BLM 6

- ion
- -ian

assertion
 disruption
 interruption
 exception
 obstetrician
 statistician

Answer Key BLM 7

1. pediatrician
2. assertion
3. interruptions
4. statistician, proportion
5. optician
6. distraction
7. obstetrician

Answer Key BLM 8

1. distortion
2. exception
3. exhaustion
4. politician
5. congestion, physician
6. eruption
Unit 15 Quick-Check: Suffixes -ion and -ian with No Spelling Change

Answer Questions

Directions: Read each sentence, then choose the word from the word bank that makes the most sense in the sentence.

Word Bank

adoption digestion invention magician

1. After a long ________________ process, the Wingers finally met their new baby.

2. The company’s latest ________________ was an extra-speedy sneaker-cleaning machine.

3. Sun Lee’s stomach hurt because she had some ________________ problems.

4. “Card tricks are not only for a ________________,” my uncle said.

Apply

Directions: In the space below, list three to five words you know that have the suffixes -ian or -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>-ion</th>
<th>-ian</th>
</tr>
</thead>
</table>

Word Bank

distraction, diagnostician, distortion, electrician, insertion, magician, suggestion

Think and Write about Suffixes -ion and -ian with No Spelling Change

Directions: In the space below, explain how understanding words with the suffixes -ion and -ian helps you as a reader, speller, and writer.