Day 3 Students will:
• Teacher Word Cards—allusion, circulation, delusion, evasion, and -d and suffix -ion
• Teacher Category Cards: Base -te, Base -de, Base -d
• BLMs 3–4: Word Cards

Materials:
• Read and write words with base words ending in -te, -de, and -d
• Understand the function and meaning of the suffix -ion and -d

---

Day 3

Students will:
• Sort words with the suffix -ion by base-word endings
• Determine word-sorting categories
• Use 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: Base -te, Base -de, Base -d
• Teacher Word Cards— allusion, circulation, delusion, evasion, congratulation, dictation

---

Day 3

Students will:
• Sort words with suffix pronunciation

Materials:
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—/zhun/, /shun/
• 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 -te, -de, and -d 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 -te, -de, and -d and the suffix -ion

Materials:
• Quick-Check Assessment

---

Additional Materials:
• Word Study Notebooks
• Pocket Chart
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 words ending in -ción: la anticipación, la civilización, la concentración. Tell students that although in Spanish the ending (-ción) is accented, in English the syllable before the ending is accented.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word erosion on the chalkboard. Show how you divide the word into three syllables between the vowel e and consonant r and then between the vowel o and the consonant s. Explain that you now have three syllables. The first is a long e open syllable. The second, ro, is a long o open pattern. And the last syllable, sion, is pronounced /zhun/. Read each syllable and then blend the syllables together e/ro/sion: erosion. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -ion and -ian with No Spelling Change
Focus Words: exhaustion, insertion, optician
Say the focus words aloud and have students identify the suffix in each word. Then write the words on the chalkboard. Have volunteers define each word and use it in a sentence.

Introduce Suffix -ion with e-Drop and Spelling Change

Model
Tell students that they will focus on the suffix -ion when used with base words that have a spelling change. Say: The suffix -ion refers to an “action or process” or “result of an action or process.” Adding -ion to a base word usually changes it from a verb to a noun.

Write the words operation, explosion, apprehension, creation, and erosion on the chalkboard. Read each word aloud, emphasizing the last syllable /shun/ or /zhun/. Write the base words operate, explode, create, and erode on the chalkboard. Tell students that the base words all end in e and the suffix is pronounced /shun/ or /zhun/ depending on the base word.

Point to the word operation. Say: An operation is the result of the action or process of operating. Doctors operate during an operation. The -e in the base word operate is dropped before adding -ion. Note how the last syllable becomes /shun/.

Repeat this modeling with explosion. Explain that for base words that end in -de, like explode, we drop the -de and add s before adding -ion. The last syllable then becomes /zhun/.

Tell students that for base words that end in -d, like apprehend, we also drop the -d and add s before adding -ion, but that the last syllable is still pronounced /shun/: apprehension.

Guide
Point to the word creation. Ask a student to read the word aloud and name the base word and its spelling change. Make sure students pronounce /shun/ correctly. Have a student use the word in a sentence.

Repeat this activity with the word erosion.
Apply

Have students work in pairs to generate words with the suffix -ion. Encourage them to focus on -ion words whose bases end with -te, -de, and -d. Have them sort the words by the base words ending with -te, -de, and -d in their word study notebooks.

Spelling Words with -ion

Unit Spelling Words: circulation, comprehension, conclusion, decoration, expansion, hibernation, imitation, persuasion

Write the spelling words on the chalkboard, and have students read them with you. Then have students identify the base words for each spelling word. Have students tell you what the base words all have in common. (The base words end with -te, -de, and -d.)

Remind students that in a previous unit they studied -ion words that have no spelling change to the base word in base words ending with -ct, -ss, -t, and -ic. Explain that when suffix -ion is added to base words ending with -e, there is a spelling change.

Point to the word circulation on the chalkboard. Name the base: circulate. Say: When we add -ion to circulate, we drop the e and add -ion: cir/cu/la/tion. The last syllable is pronounced /shun/.

Next draw students’ attention to the word conclusion. Name the base: conclude. Say: When we add -ion to conclude, we replace the -de with s and add -ion: con/clu/sion. The last syllable is pronounced /zhun/. Reinforce that for base words ending in -de, the -sion is pronounced /zhun/.

Point out that for base words ending with -d, we also drop the d and add s before -ion. Cite comprehension as an example. Explain that for base words ending in -d, the -sion is pronounced /shun/.

Read the spelling words aloud again with students. Then help students define any words they do not know.

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

Assessment Tip

Listen as students read this week’s suffixes. If students are having difficulty remembering how to say the last syllable (/shun/ or /zhun/) 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.
Review Suffix -ion with e-Drop and Spelling Change

Discuss adding the suffix -ion to bases ending with -te, -de, and -d. Remind students that for these base words, the -e, -de, or -d is dropped before adding -ion. Display the anchor poster for students to use as a reference.

Write the words selection, subtraction, oppression, and possession on the chalkboard. Organize students into small groups. Say: Write these words in your word study 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.

Common Features Sort

Teacher Word Cards: allusion, circulation
Teacher Category Cards: Base -te, Base -de, Base -d
Place the category cards in the pocket chart. Say: Today we will sort -ion words according to their base word endings: -te, -de, or -d.

Demonstrate by sorting allusion. Say: The base word for allusion is allude. It ends with -de so I will place that word card in the category Base -de. Remind students that the e is dropped before adding an s and -ion.

Have students help you sort circulation. Once students have identified its base as circulate and sorted it in the base -te, review the word’s meaning and pronunciation.

Give each student the word cards from BLM 3 and the category cards Base -te, Base -de, and Base -d. Have them sort the cards into these categories. You may wish to give students the anchor chart on BLM 1 to use as a reference.

Guess My Category Sort

Teacher Word Cards: delusion, evasion, location, dictation
Place the word cards in the pocket chart, sorting delusion and evasion together and location and dictation together. Explain that students should determine your categories from this sort. Then they will use those categories in a sort of their own.

Give each student the word cards from BLM 4. Have students sort the cards into the categories indicated by delusion/evasion (Base -de) and location/dictation (Base -te).

Spelling. Have students write the categories Base -te, Base -de, and Base -d in a row in their word study notebooks. Have them write each spelling word in the correct column based on its base word ending.

Home/School Connection

Give students 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:** /zhun/, /shun/

Place the category cards in a pocket chart. Tell students that they will listen to words you read and sort them according to how the word endings are pronounced. Remind them that in the words they've been studying, there are two pronunciations for words with the suffix -ion. The ending can be pronounced as /shun/, as it is for base words ending with -te or -d, or /zhun/ as it is for base words ending with -de.

Model sorting the word suspension. **Say:** The last syllable I hear in the word suspension is /shun/. And I know that the base word, suspend, has the ending -d. So I sort it into the /shun/ category.

Place the card in the pocket chart.

Read aloud the word collision emphasizing the last syllable. Have a volunteer place the word into the correct category. Ask another volunteer to say the base word. (collide)

Read the rest of the words from BLM 5 aloud to students. Have students place each word in the correct column in the pocket chart according to the base word ending.

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

### No Peeking Sort

<table>
<thead>
<tr>
<th>/zhun/</th>
<th>/shun/</th>
</tr>
</thead>
<tbody>
<tr>
<td>collision</td>
<td>apprehension</td>
</tr>
<tr>
<td>division</td>
<td>devotion</td>
</tr>
<tr>
<td>inclusion</td>
<td>education</td>
</tr>
<tr>
<td>provision</td>
<td>generation</td>
</tr>
<tr>
<td>occlusion</td>
<td>indication</td>
</tr>
<tr>
<td>extrusion</td>
<td>isolation</td>
</tr>
<tr>
<td>exclusion</td>
<td>suspension</td>
</tr>
<tr>
<td></td>
<td>vacation</td>
</tr>
<tr>
<td></td>
<td>extension</td>
</tr>
</tbody>
</table>

**Assessment Tip**

Some students may have difficulty remembering spelling rules. Have them practice by writing words with the suffix -ion added to words that end with -d, -de, or -te.

**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 the suffix -ion with base words ending with e.

Word Hunt
Distribute BLM 9 to students. Explain to students that they will search a passage for words that end with the suffix -ion, particularly in words with base words that end with -d, -de, or -te.

Have students read the passage once. Then have them read it again, looking for -ion words.

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

Next have students write the categories Base -d, Base -de, Base -te in their word study notebooks. Have them sort the words they found by base word ending. They should also list oddballs whose base words do not end with e.

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

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.

Making Money
The Bureau of Engraving and Printing may not sound like a very interesting place, but some pretty fascinating things go on there. It is the source of all the paper money in the United States. The agency prints billions of dollars each year, and the total number of bills in circulation (the number of bills in use) is about 135 billion. The government needs paper money because it is easier to carry around than gold, silver, or currency daily. As forgers, or “those who attempt to copy money,” have become more competent, there has been an explosion in the technology used to make duplication more difficult.

$20, $50, and $100 bills have been redesigned with new features that make counterfeiting more difficult. The staff works hard on the creation of new features each time a denomination is redesigned. Since 2003, the $5, $10, $20, $50, and $100 bills have been redesigned with new features that make duplication more difficult.

The Bureau also is involved in the education of people who handle currency daily. As forgers, or “those who attempt to copy money,” have become more competent, there has been an explosion in the technology used to make counterfeit bills. The education and education of people who handle currency daily is important, and counterfeit money in circulation can lead to an erosion, or “wearing away,” of that trust.

The Bureau prints Federal Reserve Notes. They are just one of the many products from the bureau, which prints all important government documents. It also advises other agencies on document security.

One of the most important tasks of the Bureau is to make our currency difficult to copy, or “counterfeit.” The staff works hard on the creation of new features each time a denomination is redesigned. Since 2003, the $5, $10, $20, $50, and $100 bills have been redesigned with new features that make duplication more difficult.

The Bureau also is involved in the education of people who handle currency daily. As forgers, or “those who attempt to copy money,” have become more competent, there has been an explosion in the technology used to make counterfeit bills. The education and education of people who handle currency daily is important, and counterfeit money in circulation can lead to an erosion, or “wearing away,” of that trust.

Our bills actually are called Federal Reserve notes. They are just one of the many products from the bureau, which prints all important government documents. It also advises other agencies on document security.

One of the most important tasks of the Bureau is to make our currency difficult to copy, or “counterfeit.” The staff works hard on the creation of new features each time a denomination is redesigned. Since 2003, the $5, $10, $20, $50, and $100 bills have been redesigned with new features that make duplication more difficult.

The Bureau also is involved in the education of people who handle currency daily. As forgers, or “those who attempt to copy money,” have become more competent, there has been an explosion in the technology used to make counterfeit bills. The education and education of people who handle currency daily is important, and counterfeit money in circulation can lead to an erosion, or “wearing away,” of that trust.

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 -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.

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: suggestion, electrician, desertion.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: decoration, expansion, persuasion.

Dictate the following sentence and have students write it on their papers:

to test our comprehension, our teacher asked us to draw a conclusion about the erosion described in the article.

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

Word Study & Vocabulary 3: Unit 16: Suffix -ion with e-drop and 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 the suffix -ion using the Quick-Check for Unit 16.

Suggestions for Independent Practice

Cloze Sentences. Have pairs of students create and complete cloze sentences with words from the word cards. Each student should create four to five sentences and then exchange sentences and complete them.

Base Word Ending Match-Up. Give pairs of students the three base-word–ending category cards and a set of word cards. Have students place the base-word endings faceup. Partners then take turns turning over a card and trying to match it to its partner base-word–ending card.

Word Explorers. Give students magazines or newspapers that can be cut up. Have them search for words that include the suffix -ion, and then circle or cut out the words. Next, they can sort the words by base-word ending or by base-word spelling change/no spelling change.

Word Find. Have pairs of students create and solve word finds. Give each student five word cards and a sheet of plain paper. Have them write each word forward or backward in vertical or horizontal columns. Then have them add random letters to complete each column and row. You may wish to model creating the word find on the chalkboard before students begin. After students have each created a word find, they should swap word finds and solve.

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. Then partners alternate reading the word on the word card and spelling it aloud. The object is to spell all words correctly.

Answer Key Unit 16 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>Base -de</th>
<th>Base -te</th>
<th>Base -d</th>
</tr>
</thead>
<tbody>
<tr>
<td>persuasion</td>
<td>congratulation</td>
<td>expansion</td>
</tr>
<tr>
<td>evasion</td>
<td>generation</td>
<td>intention</td>
</tr>
<tr>
<td>allusion</td>
<td>indication</td>
<td>comprehension</td>
</tr>
<tr>
<td>collision</td>
<td>vacation</td>
<td>apprehension</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. hibernation
2. allusion
3. expansion
4. circulation
5. explosion
6. decoration
7. erosion
8. illustration

Answer Key BLM 8

1. imitation
2. operation
3. comprehension
4. intention
5. conclusion
6. creation
7. persuasion
8. pollution
Unit 16 Quick-Check: Suffix -ion with e-Drop and Spelling Change

Answer Questions

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

Word Bank

<table>
<thead>
<tr>
<th>collision</th>
<th>division</th>
<th>generation</th>
<th>isolation</th>
</tr>
</thead>
</table>

1. There was a great ________________ between those who wanted the lunchroom remodeled and those who did not.

2. We had to take a detour, because there was a five-car ________________ on Marymoor Road.

3. The house’s ________________ made it difficult to get groceries and other supplies during the winter.

4. “We need to keep the Earth clean for the next ________________,” the environmentalist 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>Base -te</th>
<th>Base -de</th>
<th>Base -d</th>
</tr>
</thead>
</table>

Word Bank

devotion, education, extension, inclusion, indication, provision, suspension, vacation

Think and Write about Suffix -ion, e-Drop and Spelling Change

Directions: In the space below, explain how understanding spelling changes with the suffix -ion helps you as a reader, speller, and writer.