Day 4

Students will:
• Identify words with suffixes -ation, -cation, and -ition
• Write and spell words with suffixes -ation, -cation, and -ition

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

Day 5

Students will:
• Spell words with suffixes -ation, -cation, and -ition

Materials:
• Quick-Check Assessment

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Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Stopwatches (Day 2)
Supporting ELs

Have fluent English speakers work with English Learners to find words with the suffixes -ation, -cation, and -ition in classroom books and magazines. When the students find a word, the fluent English speaker can support the English Learner as he or she reads the word, offering correction if needed.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word information on the chalkboard. Show how you divide the word into four syllables: in/form/a/tion. The first syllable is a closed syllable with a short i, the second syllable an r-influenced o, the third syllable is an open syllable with long a, and the last syllable is pronounced /shun/. Read each syllable and then blend them together in/form/a/tion: information. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffix -ion with e-Drop and Spelling Change

Focus Words: circulation, conclusion, expansion, imitation

Write the focus words on the chalkboard and read them aloud with students. Have volunteers identify the base words in each word and describe the spelling change. Then have students define each word and use it in a sentence.

Introduce Suffixes -ation, -cation, -ition

Model

Write the suffixes -ation, -cation, and -ition on the chalkboard. Explain that these suffixes have a function similar to the suffix -ion. Say: Adding -ion to a base word usually changes it from a verb to a noun. The suffix -ation, and, less often, the suffixes -cation or -ition function in the same way.

Write the words information, organization, application, and addition on the chalkboard. Underline the base word inform in information. Explain that when adding -ation to base words ending with consonants, there is generally no spelling change.

Point to the word organization. Say: Organization is the process or result of organizing. What is the base word in organization? How does it change when we add the suffix? Tell students that when the base word ends with -e, we drop the e before adding -ation.

Point to the word application. Write the base word apply under application. Say: If you apply for a job, you may fill out an application. When the base word ends with a -y, the y changes to i and then we add -cation.

Explain that when we add the suffix -ition to some words, as in addition, there is no spelling change. However, let students know that a number of words with the suffix -ition, especially those with base words ending with -te or -ish, do change spelling.

Guide

Write the word consideration on the chalkboard and ask a student to identify the base word and suffix. Have a volunteer use the word in a sentence. Repeat this activity with the words imagination, identification, and partition.
Apply

Have students work in pairs to generate words with the suffixes -ation, -cation, and -ition. Encourage students to discuss the base-word spelling changes. Have students write the categories -ation, e-Drop (-ation), y to i (-cation), and -ition in their word study notebooks and sort the words into the appropriate columns.

Spelling Words with Suffixes

Unit Spelling Words: addition, beautification, consideration, identification, memorization, partition, recommendation, reservation

Write the spelling words on the chalkboard and read them aloud with students. Have students name each word’s base word and write it on the chalkboard below the word: add, beautify, consider, identify, memorize, part, recommend, reserve. Say: Which base words have spelling changes when adding the suffixes? (beautify, identify, memorize, reserve)

Point to beautify/beautification and identify/identification on the chalkboard. Have students identify the spelling change in the base word. (y to i) Say: How does the sound shift when we make this change before adding the suffix? Make sure students understand that it changes from long i to short i before adding -cation.

Next, point to addition and read it aloud with students. Be sure to emphasize the short i in -ition. Contrast it with the long a in -ation. Say: Notice how in addition, the i in -ition is short. Yet in identification, the a in -ation is long.

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

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

Assessment Tip

Listen as students work with this week’s suffixes. If students are having difficulty remembering the spelling rules with the suffixes, have them create a reference to help them remember the sound or spelling of specific words. For example, students having difficulty with -ition words can keep a reference list of these words in their word study notebooks. Or students can write a reminder note explaining that -tion is the suffix with a short i.

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

Review Suffixes -ation, -cation, -ition

Display the anchor poster. Review the spelling changes that occur with words ending with e or y or that have the suffix -ition added.

Have students write the following words in their word study notebooks: abolition, gratification, starvation, transportation. Have students work in pairs. Say: Identify the base in each word and describe the spelling change when the suffix is added. Then work with your partner to create sentences that use each of these words. Have students write their sentences in their word study notebooks.

Common Features Sort

Teacher Word Cards: consideration, memorization
Teacher Category Cards

Place the category cards in a pocket chart. Explain to students that they will sort words according to these categories—either by the suffix or, in the case of e-Drop (-ation) and y to i (-cation), the suffix and the spelling change. Demonstrate by sorting consideration. Say: Consideration has the suffix -ation, so I know that it gets sorted into either -ation or e-Drop (-ation). The base word for consideration is consider. There is no spelling change so I sort it under the category -ation. Place the consideration word card in the pocket chart.

Have students work with you to sort memorization. Make sure that students understand that the base word drops its e, so memorization is sorted under the e-Drop category. Review the word’s meaning and pronunciation. Say: Memorization is the process of memorizing. The base word memorize must drop the final e before -ation is added.

Give each student the words cards from BLM 3 and the category cards from BLM 2 and have them sort the cards. You may wish to allow students to use the anchor poster as a reference.

Speed Sort

Tell students that they are going to do a “Speed Sort” on their own, categorizing words according to their suffixes and spelling changes.

Give each student a set of the category cards from BLM 2, the word cards from BLM 4, and a stopwatch. Have students sort the cards into categories as quickly as they can while still maintaining accuracy. Then have partners check each other’s work. Encourage students to repeat the sort to improve their times.

Spelling. After students have sorted, have them identify the words they are having difficulty with. Have them list these in their notebooks as a reference.

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

Place the following category cards in the pocket chart: -ation, y to i (-cation), -ition. Tell students that you will read words aloud and they will sort the words according to the sound of their suffixes. Explain that later they will do a second sort to separate the -ation words that have an e-Drop.

Model sorting the word certification. Say: When I say the word cer/ti/fi/ca/tion, I hear the suffix -ation at the end of the word. I also hear /k/. The word ends with -cation, not just -ation. The base word is certify, and the y must change to i before adding -ation. So I will place certification into the y to i (-ation) category.

Place the word card in the pocket chart.

Have students try the next one with you. Read aloud the word capitalization emphasizing the suffix. Ask students to tell you where the card should be sorted (under -ation) and ask a student to place the card in the pocket chart.

Read aloud the rest of the words from BLM 5 without showing students the word cards. Have students tell you where to place each word according to its suffix.

After you have completed this sort, revisit all the -ation words. Place the e-Drop (-ation) category card in the pocket chart. Ask students to find those words that have dropped an e and place them in the e-Drop (-ation) category.

Applying Meaning. Give students BLM 7 and complete the cloze, choosing the correct word with the suffix -ation, -cation, or -ition.

No Peeking Sort

<table>
<thead>
<tr>
<th>-ation</th>
<th>e-Drop (-ation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>annexation</td>
<td>capitalization</td>
</tr>
<tr>
<td>confirmation</td>
<td>civilization</td>
</tr>
<tr>
<td>plantation</td>
<td>realization</td>
</tr>
<tr>
<td>transformation</td>
<td>visualization</td>
</tr>
<tr>
<td>y to i (-ation)</td>
<td>-ion</td>
</tr>
<tr>
<td>certification</td>
<td>competition</td>
</tr>
<tr>
<td>glorification</td>
<td>composition</td>
</tr>
<tr>
<td>qualification</td>
<td>definition</td>
</tr>
<tr>
<td>unification</td>
<td>preposition</td>
</tr>
</tbody>
</table>

Assessment Tip

Some students may have difficulty remembering spelling rules. Have them create a chart that shows spelling changes with the suffixes -ation, -cation, and -ition. For example:

<table>
<thead>
<tr>
<th>-ation (y to i, Add -ation)</th>
<th>-ition (e-Drop, Add -ition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>certify/certification</td>
<td>compete/competition</td>
</tr>
<tr>
<td>qualify/qualification</td>
<td>define/definition</td>
</tr>
<tr>
<td>annex/annexation</td>
<td>capitalize/capitalization</td>
</tr>
<tr>
<td>confirm/confirmation</td>
<td>civilize/civilization</td>
</tr>
</tbody>
</table>

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.
Word Study & Vocabulary 3: Unit 17: Suffixes

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 words with the suffixes -ation, -cation, and -ition.

Sneaky Shoes
For us, the rubber shoe industry was a time when no one saw athletic shoes as difficult, since almost everyone sewed them today. The first shoe that resembled what we think of today as an athletic shoe was created in 1830s in England. The canvas top was bonded to very stiff rubber on the bottom. Because it was supposed to be used for beach footwear, it was called a sand shoe.

The invention of the vulcanization of rubber—the addition of sulfur and other chemicals to natural rubber under high heat—made today’s shoes possible. After undergoing this process, rubber becomes stronger, harder, smoother, and less sticky. It can also be more easily bonded to fabric, such as canvas, an ideal combination for casual shoes.

Around 1892, the U.S. Rubber Company’s Goodyear division came up with comfortable rubber sneakers with canvas tops and called them Keds. By 1917, Keds and Converse All-Stars began mass production of shoes. In Germany, the brand Adidas was invented and production of handmade training shoes began in 1920. Their rubber soles were so quiet that you could sneak up on someone while wearing them, so people called them sneakers.

Today, these shoes are known as sport or athletic shoes, though people usually wear them more for their style than their athletic performance. In 1985, in his rookie year in the NBA, Jordan lent his name to the Air Jordan.

Word Hunt
Tell students that they will read a passage and search for words that end with the suffixes -ation, -cation, and -ition.

Distribute BLM 9 to students and have them read through it once. Then have them begin the word hunt. Say: Reread the passage and circle words that include the suffixes -ation, -cation, and -ition.

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

Next, have students write the categories -ation, -ation, -ation in their word study notebooks. Have them write the words in the appropriate columns according to the suffixes. Also have them list words that have an e-Drop and end with -ation.

After students have completed their lists, have them write four sentences, using one word from each category.

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: decoration, comprehension, hibernation.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: partition, identification, memorization.

Dictate the following sentence and have students write it on their papers: Dad had some reservations about the additions to the grocery list, but after some consideration, he decided to get the items.

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 BLM 9 home to read to a family member and point out the words with the suffixes -ation, -ation, and -ation.

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 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 -ation, -cation, and -ition using the Quick-Check for Unit 17.

Suggestions for Independent Practice

Crossword Puzzle. Have students work with a partner to create a crossword puzzle that uses some -ation, -cation, and -ition words from the word cards. Then pairs can swap their puzzles with another student pair and solve.

My Word Means . . . ? Give groups of six students six word cards. Have each student describe the meaning of the word on his or her card. Then the rest of the students take turns guessing which word card the speaker is holding. The object is to correctly guess the most words.

Word Explorers. Give students magazines or newspapers that can be cut up. Have them search for words that include the suffixes -ation, -cation, and -ition and then circle or cut out the words. Encourage students to sort the words they find by suffix.

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 saying one syllable, naming a word that rhymes with it, or using another spelling- or phonics-based description. Then other students guess the word and tell its meaning. The first student to guess the correct word draws the next card.
Unit 17 Quick-Check: Suffixes -ation, -cation, -ition

Answer Questions

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

Word Bank

| composition | confirmation | preposition | transformation |

1. “I know an easy way to tell if a word is a ________________!” Lucas said when we started to discuss parts of speech.

2. When Katerina dyed her hair red, it was quite a ________________.

3. “I just need some ________________ about which pages we are supposed to read,” Bev told her teacher.

4. Pedro played a beautiful ________________ at the music recital.

Apply

Directions: In the space below, list three to five words you know that have the suffixes -ation, -cation, or -ition.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>-ation</th>
<th>e-Drop (-ation)</th>
<th>y to i (-cation)</th>
<th>-ition</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>abolition, certification, composition, presentation, purification, quotation, temptation, visualization</td>
</tr>
</tbody>
</table>

Think and Write about Suffixes -ation, -cation, -ition

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