Lesson Objectives

**Day 1**
Students will:
- Understand vowel alternations and spelling changes when adding the suffix -ion
- Read and write words with the suffix -ion
- Articulate rules for spelling changes when adding the suffix -ion

Materials:
- BLM 1: Anchor Chart

**Day 2**
Students will:
- Sort base words and derivatives as nouns and verbs
- Sort word pairs according to the endings of the derived words

Materials:
- BLM 2: Category Cards
- BLM 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—explain, explanation, acclaim, acclamation

**Day 3**
Students will:
- Sort word pairs by spelling pattern changes between base words and derivatives
- Write sentences using base words or derivatives with the suffix -ion

Materials:
- Anchor Poster
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Word Cards—receive, retention, ascertain, misconception

**Day 4**
Students will:
- Identify words with the suffix -ion
- Write and spell words with the suffix -ion

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

**Day 5**
Students will:
- Correctly spell words with the suffix -ion

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
It is important to remember that some ELs may not understand the relationship between some word pairs. Use gestures, pictures, and simple words or phrases to explain the meaning of the two words. For example you might say the word Stop! with strong feeling and explain that what you did was exclaim. Then you might say that the sound you made was an exclamation.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word assume on the chalkboard. Show how you divide the word into two syllables between the two consonants, as/sume. Explain that you now have two syllables. Remind students that the syllable pattern CVCe says that the vowel makes the long u sound. Read each syllable and then blend the syllables together: as/sume: assume. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Vowel Alternations Long, Short, and Schwa
Focus Words: suffice, sufficient, preside, president, metallic, metal
Write suffice and sufficient on the chalkboard. Read the words aloud and have students repeat the words. Ask students to identify how the vowel sound in the accented syllable of suffice changes in the related word sufficient. Guide students to recall that the vowel sound alternates from long to short.

Continue reviewing long to schwa and short to schwa vowel alternations with the remaining focus words.

Introduce Suffix -ion with Vowel Alteration and Spelling Change
Model
Draw a four-column chart. Label the columns: Base -ai-, Derived -ation, Base -e, and Derived -ption.
Write the word exclaim in the first column of the chart and read it aloud. Say: The accented syllable of this base verb contains the long a vowel sound, spelled ai. Write exclamation in the second column of the chart and read it aloud. Say: In the noun form, the long a becomes the schwa sound spelled a and the ending is -ation.

Repeat with assume and assumption, writing the words into the third and fourth columns of the chart. Say: In the base verb assume, the accented syllable contains the long u sound and ends in silent e. In the noun form, the long u becomes the short u sound, with no silent e, and the ending is -ption.

Guide
Write the word proclaim in the first column on the chalkboard and read it aloud with students. Guide students to identify the long a sound in proclaim, spelled ai. Then ask them what vowel sound they think the noun form will contain, how the vowel sound will be spelled, and what the ending will be. Guide them to recall that the long a will alternate to schwa spelled a and the ending will be -ation. Write proclamation in the second column.

Apply
Have students copy the chart in their word study notebooks. Write the words presume, presumption, acclaim, and acclamation on the chalkboard. Have pairs work together to sort the words into the appropriate columns based on the vowel in the base word and the ending of the derived word.
Spelling Words with Suffix -ion

Unit Spelling Words: exclamation, detention, assumption, perception, presumption, proclamation, deception, explanation

Explain that there are predictable spelling patterns to the way certain base words change before adding /shun/.

Write on the chalkboard the word pairs exclaim/exclamation, detain/detention, assume/assumption, and perceive/perception.

Ask students what they notice about the ways the base words change spelling. Prompt them to recognize that each long vowel changes to either schwa or short, and is spelled by a single vowel. Underline the ai in exclaim and the a in exclamation; the ai in detain and the e in detention; the ump in assume and the ump in assumption; and the eive in perceive and the ep in perception. Then guide students to notice that an a is added before the spelling of /shun/ in the word exclamation. Underline the a before -tion.

Write the remaining spelling words along with their base words on the chalkboard and read them with students.

Ask students to copy the spelling words and their base words in their word study notebooks. Hand out copies of the anchor chart on BLM 1 so students can check the patterns. Have partners check each other’s spellings. Ask students to identify the spelling changes and changes to the vowel sound in each word pair.

Assessment Tip

Notice which students have difficulty telling you how spelling changes between a base word and the derivative with the suffix -ion. If students are having difficulty, have them write the spelling rules and include examples from their list.

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 Vowel Alternation and Spelling Change

Write the words proclaim and proclamation on the chalkboard. Ask students to read the words aloud. Then ask a volunteer to identify how the vowel sound changed. Underline ai and write long over the word proclaim. Underline the a in the accented syllable of proclamation and write schwa over the word. Repeat the modeling process with the word deceive.

Closed Sort

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>assume</td>
<td>assumption</td>
</tr>
<tr>
<td>declaim</td>
<td>declamation</td>
</tr>
<tr>
<td>exclaim</td>
<td>exclamation</td>
</tr>
<tr>
<td>misconceive</td>
<td>misconception</td>
</tr>
<tr>
<td>preconceive</td>
<td>preconception</td>
</tr>
<tr>
<td>presume</td>
<td>presumption</td>
</tr>
<tr>
<td>proclaim</td>
<td>proclamation</td>
</tr>
<tr>
<td>deceive</td>
<td>deception</td>
</tr>
</tbody>
</table>

Common Features Sort

Teacher Word Cards: explain, explanation
Teacher Category Cards: Verb, Noun

Say: When the suffix -ion is added, verbs are changed to nouns. Place the category cards in a pocket chart. Hold up the word card explain. Write on the chalkboard: Sally tried to explain why she was late. Have students read the sentence aloud. Underline explain. Say: The word explain is a verb. Place explain under Verb in the pocket chart.

Hold up the word card explanation. Write on the chalkboard: The teacher’s explanation of the math problem was easy to understand. Have students read the sentence aloud. Underline the word explanation. Say: The word explanation is a noun. Adding -ion to the verb explain changed the base word to a noun.

Have students use the word cards from BLM 3 and the category cards Verb and Noun from BLM 2 to sort the words into nouns and verbs.

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.

Common Features Sort

Teacher Word Cards: acclaim, acclamation
Teacher Category Cards: -ation, -ption

Place the category cards in the pocket chart. Point to each category and remind students they have been learning about base words and their derivatives ending in -ation or -ption. Hold up the word cards for acclaim and acclamation. Say: Acclaim is the base word for acclamation. I will sort them together in the -ation category, because that is the ending added to the verb to form the noun.

Provide students with the category cards -ation and -ption from BLM 2 and the word cards from BLM 4. Have them first match base words with their derived counterparts to create word pairs. Then have them sort the pairs into the correct category based on the ending of the derivative in each pair.

Spelling. Have students sort their spelling words based on their spelling pattern for the sound /shun/. Students should sort words into the following categories: -ation and -ption.
Closed Sort

Teacher Word Cards: receive, reception, retain, retention, perceive, perception

Remind students that they learned about spelling changes that are made before adding the /shun/ sound. Refer to the anchor poster to reinforce changes to the spelling of the base word.

Use the teacher word cards to model sorting by spelling change. Place the cards receive and reception in one pocket of a pocket chart, and retain and retention in another pocket. Tell students these are the key words for the sort.

Say: The word receive is the base word of reception. These words show the spelling change from ceive to cept, before adding -ion. The word retain is the base word of retention. These words show the spelling change from tain to tent before adding -ion.

Hold up the word cards perceive and perception. Ask students to identify the spelling change. Then have students help you place the cards in the column headed by the words receive/reception, explaining why the pair belongs in that category. Prompt them if necessary.

Tell students to copy the chart with key words into their word study notebooks. Give pairs of students a set of word cards from BLM 5 and have them match base words with their derived counterparts to create word pairs. Then have them write the words into the appropriate categories.

Have students share their sorts with the class.

Applying Meaning. Give students BLM 7 and have them complete the cloze sentences, choosing the word with the correct spelling and meaning.

Pattern Sort

<table>
<thead>
<tr>
<th>receive/reception</th>
<th>retain/retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>conceive/conception</td>
<td>abstain/abstention</td>
</tr>
<tr>
<td>perceive/perception</td>
<td>detain/detention</td>
</tr>
</tbody>
</table>

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of vowel alternations and spelling changes when adding the suffix -ion. Note whether they need more practice in identifying how vowel sounds change and how the spelling changes.

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.
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 and identify how the derived word changed in spelling from the base word.

Back to the Farm
In the year 1900, 60% of Americans lived in the country. Many of those people worked on family farms for a living. Families raised livestock and kept vegetable gardens and orchards for their own consumption and for sale in local markets.

By the year 1990, only 25% of Americans lived in rural areas. They returned to the city for that was new and more exciting. Young people left the family farm. Large, corporate farms started to produce more and more of America’s food. Over the years, many farmers found that they could no longer make a living on the land. Small farms run by families began to die out.

Today, however, small family farms are making a comeback. In fact, it is “less than” city. These new family farms are “sustainable” or “ecological.” It is common—and unfair. People sometimes make the assumption that farmers know little about culture, technology, or the world in general. They also wonder how farmers can bear to live for “standard” in life; restaurants, entertainment, and the conveniences of city living. They seem to think living on a farm is easier than being sent to detention!

But the fact is that there is a growing reclamation of American farming roots. These new family farms have a different take on “the good things” in life. They seem to think that farmers are “healthy” and “happy.” But farmers are also appealing to these farmers. Other families have returned to the farm as a way to be more Earth-friendly. Instead of importing fruit from South America (and using gasoline to do so), these families raise their own fruit and vegetables. Instead of eating fast food, they grow their own food. They have smaller gardens and orchards for their own consumption and for sale in local markets.

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.

Word Hunt
Give students copies of the passage on BLM 9. Tell them that they will read the passage and circle words with the suffix -ion.

After students have completed the word hunt, ask volunteers to share the words that they found.

Then ask students to identify the base word in the derived word. Have them identify how the vowel sound and spelling changed in each word pair.

Ask pairs of students to begin lists of words in their word study notebooks—for base words and derived words. They can start the lists by using the words in the passage.

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: mandate, mandatory, illustrate.

Dictate the following words from this week’s unit, one at a time, having students write them on their BLMs: assumption, deception, exclamation.

Dictate the following sentence and have students write it on their papers It was my presumption that students in detention were troublemakers, but then I was sent there, and my perception changed.

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 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 adding the suffix -ion and identifying how the vowel sounds and spelling change using the Quick-Check for Unit 23.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, retain, retention, detain, and detention might be sorted together because they all have something to with the idea of holding something or someone back. Then have the groups try to guess how the other group has sorted their words.

Make Words. Provide a set of letter cards and the spelling words from the set of word cards. Have students use the letters to spell the words. They should check their spelling by blending the sounds and then looking at the words on the word cards.

Making Families. Have pairs of students combine their word cards. Ask them to deal out seven cards and place the remaining cards facedown in a pile. One student starts by seeing whether he or she can make a family of words—for example, exclamation, proclamation. If so, he or she lays the words faceup. If not, the student draws a card. The game continues as students try to make word families from the cards they have in their hands. They can add to existing word families already played. The object is to get rid of cards in their hands first.
Unit 23 Quick-Check: Suffix -ion with Vowel Alternation and Spelling Change

Answer Questions
Directions: Read the questions and choose the best answer.

1. Elena’s ________________ that she had won the competition was not correct.
   assume assumption assumetion

2. Students who study for quizzes usually ________________ a high score.
   receive recieve reception

3. Nicole’s loud ________________ made the other students jump in surprise.
   exclaim exclamation exclaimation

4. Chad’s ________________ about dancing changed after he watched a competition.
   perceive perception perception

Apply
Directions: In the space below, list three to five words you know that end with -ation or -ption.

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>Long to Schwa</th>
<th>Long to Short</th>
</tr>
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<tbody>
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</table>

Word Bank
assume/assumption, acclaim/acclamation, conceive/conception, proclaim/proclamation, resume/resumption, detain/detention

Think and Write about Suffix -ion with Vowel Alternation and Spelling Change
Directions: In the space below, explain how understanding changes in vowel sounds and spelling when the suffix -ion is added to a word helps you as a reader, speller, and writer.

________________________________________________________________________