Lesson Objectives

Day 1

Students will:
- Understand that words with related roots have predictable spelling changes
- Identify the related roots ceiv/cep, tain/ten, nounce/nunc
- Understand the meaning of the roots ceiv/cep (“take”), tain/ten (“hold”), nounce/nunc (“report, speak”)
- Read and write words with the roots ceiv/cep, tain/ten, nounce/nunc

Materials:
- Anchor Poster

Day 2

Students will:
- Sort words by spelling patterns
- Define words with the roots ceiv/cep, tain/ten, nounce/nunc
- Write words with the roots ceiv/cep, tain/ten, nounce/nunc

Materials:
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—take, hold, report
- Teacher Word Cards—abstain, abstention

Day 3

Students will:
- Spell words with predictable spelling changes
- Explore the meanings of words with the roots ceiv/cep, tain/ten, nounce/nunc
- Use words with the roots ceiv/cep, tain/ten, nounce/nunc in sentences

Materials:
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—ceiv/cep, tain/ten, nounce/nunc
- Teacher Word Cards—same as BLM 5

Day 4

Students will:
- Identify words with predictable spelling changes in a reading passage
- Use words with the roots ceiv/cep, tain/ten, nounce/nunc in meaningful sentences

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

Day 5

Students will:
- Spell words with predictable spelling changes

Materials:
- Quick-Check Assessment
Supporting ELs
Review nouns and verbs with students. Explain that a verb describes an action and a noun describes a person, place, or thing. Use the word read as an example. When you read something, you are doing something. Demonstrate by reading a sentence aloud. In this sense, read is a verb. However, if you look at a reading, the word reading is a noun, or a thing. As an example, show students BLM 9, the reading passage, and explain that this is a reading.

Explain that the word deceive represents an action, so deceive is a verb. The word deception is a noun. Deception names something.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word misperception on the chalkboard. Remind students that they can determine the number of syllables by the number of vowel sounds. Point out the single sound vowels i, e, and e, and the vowel team io. Then model using rules of syllable patterns to divide the word: mis/per/cep/tion. Point out to students how easy it is to read each chunk of the word and then blend them together to read the word.

Review Greek and Latin Elements for Opposites ante, post, bene, mal, hyper, hypo
Focus Words: postpone, anterior, benefit, dismal, hyperbole
Say the word postpone aloud and ask students to identify the Greek or Latin element. Ask them what the Greek or Latin element in this word means. (post—“after”)
Repeat with the remaining words and discuss their definitions.

Introduce Predictable Spelling Changes in Word Roots ceiv/cep, tain/ten, nounce/nunc
Model
Write the words deceive and deception on the chalkboard and read them aloud. Say: These words have the same root, though it is spelled differently in each word: ceiv/cep, which means “take.” When you deceive someone, you take them down a false path, or you mislead them. The word deception is the noun form of the verb deceive. When you add the suffix -tion to deceive, the root ceiv becomes cep.

Write detain and detention on the chalkboard and read the words aloud. Underline the roots tain and ten. Say: The root tain/ten means “hold.” Detain is a verb meaning “hold” or “keep in custody.” The noun is created by adding the suffix -tion, and the spelling of the root changes from tain to ten.

Write pronounce and pronunciation on the chalkboard and read the words aloud. Underline the roots nounce and nunc. Say: The root nounce/nunc means “report” or “speak.” Pronounce is a verb meaning “declare something officially.” When the suffix -tion is added to form the noun, the spelling of the root changes from nounce to nunc.

Guide
Refer to the anchor poster and review the meanings of the roots as well as the spelling pattern changes when the suffix -tion is added.

Ask students to brainstorm other words with the roots ceiv/cep, tain/ten, and nounce/nunc. Create a word web on the chalkboard for each root.

Ask students to use what they know about the meanings of the roots to help them figure out the definitions of the words on the chalkboard. Together check their definitions in a dictionary.
Apply

Ask students to work with a partner to write sentences in their word study notebooks using the verb and the noun forms of words with the roots ceiv/cep, tain/ten, and nounce/nunc.

Spelling Words with Predictable Changes in Their Roots

Unit Spelling Words: perceive, retain, denounce, reception, retention, renunciation, abstain, announce

Write the following words in a row on the chalkboard: perceive, retain, denounce.

Remind students that when the suffix -tion is added to these words, the spelling of the root changes in predictable ways. Provide examples of the spelling changes using these example words.

Under the word perceive, write reception. Point out that even though they are different words, they share a root. Underline the roots ceiv and cep. Explain that any words that have the ceiv root will change to cep when we add the suffix -tion.

Under the word retain, write retention. Underline the roots tain and ten. Point out that these words have a common root that changes from tain to ten when we add the suffix -tion.

Under the word denounce, write renunciation. Underline the roots nounce and nunc. Explain that when we add the suffix -tion to words with the root nounce, the spelling changes. The root changes to nunc followed by the vowels ia.

Write the words abstain and announce on the chalkboard. Ask students how the spelling for each word will change when we add the suffix -tion. Have students write the verb and noun forms of these two words in their word study notebooks. Then have them write the remaining spelling words in their word study notebooks.

Assessment Tip

Notice if students are having difficulty moving from one form of the word to another and making the appropriate spelling changes. Have students create a chart to help them. Have students write a sentence using each word.

<table>
<thead>
<tr>
<th>ceiv/cep</th>
<th>tain/ten</th>
<th>nounce/nunc</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb</td>
<td>pronounce</td>
<td></td>
</tr>
<tr>
<td>detain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sunshine deceived us, because it was actually cold out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(drop the e, change to cep)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many people were in on the deception.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(change to ten)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>detention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(drop the e, change to nunc, add ia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pronunciation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supporting ELs

Note these cognates for Spanish-speaking students: concebir/conceive; recibir/receive; abstenerse/abstain; retener/retain; detener/detain; denunciar/denounce; renunciar/renounce; pronunciar/pronounce; anunciar/announce.

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

Providing Support
Remind students that the rule “i before e except after c” applies to the spelling of ceiv words in this unit.

Meaning Sort

<table>
<thead>
<tr>
<th>take</th>
<th>hold</th>
<th>report</th>
</tr>
</thead>
<tbody>
<tr>
<td>deceive</td>
<td>abstain</td>
<td>enunciation</td>
</tr>
<tr>
<td>deception</td>
<td>abstention</td>
<td>pronounce</td>
</tr>
<tr>
<td>misconceive</td>
<td>misconception</td>
<td>renounce</td>
</tr>
<tr>
<td>misconception</td>
<td>detain</td>
<td></td>
</tr>
<tr>
<td>preconceive</td>
<td>preconception</td>
<td></td>
</tr>
<tr>
<td>undeceive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Meaning Sort

Teacher Word Cards: abstain, abstention
Teacher Category Cards: take, hold, report

Place the category cards in a pocket chart so students can see them.

Think aloud: I can hear and see that this word contains the root tain. I know that tain means “hold.” I’ll place the card into the hold category.

No Peeking Sort

<table>
<thead>
<tr>
<th>take</th>
<th>hold</th>
<th>report</th>
</tr>
</thead>
<tbody>
<tr>
<td>conceive</td>
<td>obtain</td>
<td>announce</td>
</tr>
<tr>
<td>conception</td>
<td>retention</td>
<td>announcement</td>
</tr>
<tr>
<td>perceive</td>
<td>retain</td>
<td>denunciation</td>
</tr>
<tr>
<td>reception</td>
<td></td>
<td>denunciation</td>
</tr>
<tr>
<td>receive</td>
<td></td>
<td>mispronounce</td>
</tr>
<tr>
<td>reception</td>
<td></td>
<td>mispronunciation</td>
</tr>
</tbody>
</table>

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.

Review Predictable Spelling Changes in Word Roots ceiv/cep, tain/ten, nounce/nunc

Write the words preconceive, abstain, and denounce on the chalkboard. Ask students to identify the root in each word. Underline the roots ceiv, tain, and nounce as students name them. Review the meaning of the roots. Have students add the suffix -tion to each word and write the new words in their word study notebooks. Ask volunteers to tell how the spelling of each word changed.

No Peeking Sort

Teacher Category Cards: take, hold, report

Place the category cards in a pocket chart so students can see them.

Think aloud: I can hear and see that this word contains the root ten. I know that ten means the same thing as tain: “hold.” I’ll also place this card into the hold category.

Give pairs of students the category cards from BLM 2 and the word cards from BLM 3. Have them sort the words into the appropriate categories.

Spelling. Say the following spelling words: perceive, retain, denounce. For each word, have them write two sentences in their word study notebooks. One sentence should include the verb form of the word and one should include the noun form.
Day Three

Assessment Tip
Use students’ completed BLM 7 to assess their understanding of the words and of the spelling patterns for the word roots ceiv/cep, tain/ten, and nounce/nunc. If students need more practice with meanings or with applying the different spellings, ask them to write sentences in their word study notebooks using the spelling words in both the verb and noun forms.

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.

Pattern Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: ceiv/cep, tain/ten, nounce/nunc

Explain to students that they are going to sort words into categories by their roots. Place the word card perception in the pocket chart.

Think aloud: Perception has the root cep. So perception goes in the category ceiv/cep.

Have students help you place the remaining cards into the appropriate categories. Have them describe the meanings of the word and root as they sort them.

Buddy Sort

Give pairs of students the root category cards from BLM 2 and the word cards from BLM 5. Ask pairs to work together to sort the words into the appropriate categories.

Applying Meaning. Give students BLM 7 and have them choose the correct words to complete each sentence. Remind students to check their spelling.

Oddballs

Some of the words students will encounter with the tain root do not form nouns by adding -tion, for example, sustain, sustain, appertain, and contain.

Similarly, the words enunciation, interception, contraception, and exception have no verbal counterparts with the roots nounce and ceiv.

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

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 predictable spelling changes in the word roots ceiv/cep, tain/ten, and nounce/nunc.

Home, Space, Home

There are lots of unexpected notions about what it would be like to live in space, from floating around in a capsule to being buried under the surface of some far-off planet or moon. But while space colonization may seem like science fiction, it could happen sooner than people think.

In 2006, NASA announced plans to set up a small settlement of astronauts on the moon by 2020, as part of plans for a future manned mission to Mars. Other private groups and organizations have outlined their visions of space settlements, too. One group, the Mars Foundation, envisions a Mars settlement with shelters made of local materials, equipment on the planet itself, and containers that could be constructed using materials manufactured or grown in space, like bamboo!

Another proposed form of settlement is the O’Neill Cylinder, a free-floating structure that is twenty miles long and four miles wide. Designed by Princeton physicist Gerard K. O’Neill, each cylinder would contain about 500 square miles of living space for up to 100,000 people. It is also possible that the cylinder could host solar panels to collect the sun’s energy and transform it for use on Earth.

While some dismiss the idea of colonies in space as ridiculous or impossible, that doesn’t stop people from dreaming big about life in space. And who knows! Maybe someday soon humankind will attain that far-fetched impossible, that doesn’t stop people from dreaming big about life in space.

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 predictable spelling changes in the word roots ceiv/cep, tain/ten, and nounce/nunc.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will read the passage, look for words that have the roots ceiv/cep, tain/ten, and nounce/nunc, and then underline those words. Read a few lines with students and model finding and underlining words with these roots.

Ask students to complete the word hunt on their own.

After students have finished, ask volunteers to share the words they found. Have them define the words. If students have difficulty with a definition, encourage them to use the context of the sentence in the passage and what they know about what the root means.

Have students write these words and their definitions in their word study notebooks. Encourage them to add to each definition a new sentence of their own.

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: hypocrite, anterior, malicious.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: reception, abstain, perceive.

Dictate the following sentence and have students write it on their papers: To correct the misconception that summer vacation begins in April, the principal will announce that the school will retain students until June.

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 predictable spelling changes in word roots using the Quick-Check for Unit 22.

Suggestions for Independent Practice

Find Words. Encourage students to search through books in the classroom, library, and at home to find words with the roots ceiv/cep, tain/ten, and nounce/nunc. Have them list the words and the definitions in their word study notebooks.

Speed Spell. Give groups of students one of the word roots (ceiv/cep, tain/ten, or nounce/nunc) and see how many words they can write in one minute. Have students use the word cards or a dictionary to check their spelling.

Word Maze. Give students a set of word cards and ask them to create a word maze with the words. Have students trade mazes and solve them.

Guess My Word. Give pairs of students a set of word cards. Have them place the cards facedown in a pile. One student draws a card without the other one seeing. The student then gives oral or visual clues to the word and the other student tries to guess the word. If the student guesses the word, he or she gets a point. The students should take turns drawing cards.

Unit 22 Quick-Check: Predictable Spelling Changes in Word Roots ceiv/cep, tain/ten, nounce/nunc

Answer Questions

1. Many people have the ______ idea that spelling is not fun.
   - conceived
   - preconceived
   - preconception
   - conception

2. Vegetarians ______ from eating meat.
   - retain
   - abstention
   - abstain
   - abstent

3. The speaker’s ______ was so clear, not a word was missed by the listeners.
   - pronounce
   - enunciation
   - pronunciation
   - enounciation

4. Spies are skilled at ______.
   - deception
   - deceiption
   - announcements
   - renunciation

Apply

Directions: In the space below, list three to five words you know that use predictable spelling changes in the word roots ceiv/cep, tain/ten, and nounce/nunc.

Answer Key Unit 22 Quick-Check

<table>
<thead>
<tr>
<th>ceiv</th>
<th>tain</th>
<th>nounce</th>
</tr>
</thead>
<tbody>
<tr>
<td>deceive</td>
<td>detain</td>
<td>pronounce</td>
</tr>
<tr>
<td>perceive</td>
<td>retain</td>
<td>denounce</td>
</tr>
<tr>
<td>receive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other answers will vary, but should include:

- ceiv/cep rule: drop e, change ceiv to cep, add -tion
- tain/ten rule: change tain to ten, add -tion
- nounce/nunc rule: change nounce to nunc, add ia, add -tion

Answer Key BLM 7

1. perceive
2. pronounce
3. reception
4. detain
5. denunciation
6. conception
7. deception

Answer Key BLM 8

1. denunciation
2. preconceive
3. detention
4. pronounce
5. deceive
6. renounced
7. perception
Unit 22 Quick-Check: Predictable Spelling Changes in Word Roots ceiv/cep, tain/ten, nounce/nunc

Answer Questions
Directions: Choose the word that has the correct spelling and makes sense in the sentence.

1. Many people have the ___________ idea that spelling is not fun.
   conceived     preconceived     preconception     conception

2. Vegetarians ___________ from eating meat.
   retain     abstention     abstain     abstent

3. The speaker's ___________ was so clear, not a word was missed by the listeners.
   pronounce     enunciation     pronunciation     enounciation

4. Spies are skilled at ___________.
   deception     deceiption     announcements     renunciation

Apply
Directions: In the space below, list three to five words you know that use predictable spelling changes in the word roots ceiv/cep, tain/ten, and nounce/nunc.

_________________________  ____________________________

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

<table>
<thead>
<tr>
<th>Words Related to the Meaning “Take”</th>
<th>Words Related to the Meaning “Hold”</th>
<th>Words Related to the Meaning “Report”</th>
</tr>
</thead>
<tbody>
<tr>
<td>announcement, contain, receive, pronounce, preconception, deception, obtain, detention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Predictable Spelling Changes in Word Roots ceiv/cep, tain/ten, nounce/nunc
Directions: In the space below, explain how understanding predictable spelling changes in word roots ceiv/cep, tain/ten, nounce/nunc helps you as a reader, speller, and writer.