

## **Unit 6: School Equity**

### **Day 1: Detours: affixes (suffixes –able and -al)**

#### **Content Objective:**

1. Students will use the word transformer and song lyrics to learn about the suffixes –able and -al.
2. Students will compare the use of the suffixes –able and –al in Spanish and English.

#### **Language Objective:**

1. Students will explain how the suffixes –able and –al change the part of speech of a word.

#### **Teacher materials:**

1. objectives overhead
2. overhead of lyrics to prefix, roots, and suffixes rap song and cd (U4)
3. –tion and -ity word transformer overhead
4. –al photo overheads
5. –al and –able worksheet overhead
6. *Twistable, Turnable Man* (poem by Shel Silverstein) overhead and audio recording – you will need to create these yourself
7. fine point red and black overhead markers
8. white board marker
9. traffic lights mini posters

#### **Student materials:**

1. rap song lyrics (from U4 D1  
<http://www.educationalrap.com/song/prefixes-suffixes-roots/>)
2. binders, pencils, and red markers
3. –tion and -ity word transformer worksheet
4. –al and –able worksheet

#### **Day at a Glance:**

**(10 min) Introduce objectives and review meaningful word parts**

**(10 min) Word Transformer - Review the suffixes –tion and -ity** and discuss how both of these suffixes create nouns.

**(10 min) Introduce the suffix –al** through photos and discuss how it changes nouns to adjectives.

**(10 min) Introduce the suffix –able** through a song and discuss how it changes verbs to adjectives.

**(5-10 min) Review objectives and wrap-up**

## Activities

### \*\*\*\*\*10 MINUTES - INTRODUCE OBJECTIVES AND REVIEW MEANINGFUL WORD PARTS\*\*\*\*\*

(introduce objectives)

- **Today we're going to continue to talk about suffixes, and these are our content and language objectives.** [Project today's objectives and read them to the class.]

(review meaningful word parts)

- **We have been talking about the fact that sometimes when you look at a word, you can see that it is made up of parts, and that you can use those parts to figure out what the word means. We also talked how we can think about traffic lights when we talk about the different parts of words. What do I mean by this?** [Point to each traffic light in turn as you review the answers with the students: 1) The prefix, like a green light, is first and tells you to go, get started thinking about the meaning of the word. 2) Yellow means slow down and that's what you do when you get to the root, because that's the main part of the word, where most of the meaning is. 3) Red is the suffix, which is last, so it means stop and think about the part of speech.]
- Create three column headers on the board – one for prefixes, one for roots, and one for suffixes. In the next section, as you elicit previously taught prefixes, roots, and suffixes from students, write them under the appropriate column header.
- **What prefixes have we learned so far?** [Anticipated response: re- (again or back) and the negative prefixes, which are un-, dis-, and the chameleon prefix in/im/il/ir-, which changes depending on its 'habitat' – the letters that start the word it attaches to – im- goes with words that start with m or p; il- goes with words that start with l; ir- goes with words that start with r.]

- **What roots have we learned?** [Anticipated response: -mot- (to move, like doing *The Locomotion*); -tract- (to pull, like a *tractor*); -dict- (to say, like making a *prediction*); -script- (to write, like the *scripts* we wrote for our bullying PSAs); -tain- (to hold, like a *container* holds things); -solv/solu (to loosen, like the alka seltzer tablet loosened and went away when it *dissolved*); -rupt- (to break, like a volcano *erupts*); and -form- (to shape, like *conform* means to shape your behavior like everyone else's). Ask the students what these roots mean.]
- **Very good. And what suffixes have we learned so far?** [Anticipated response: -er/or, -ist, -tion/sion and -ity.]
- **Good. And what part of speech are words that end in all four of these suffixes?** [nouns]. **Right, all of these suffixes create nouns.**
  
- **We are going to listen to our rap song again about the three parts of a word—the three “linguistic units”—prefixes, roots, suffixes.** [Play the song while you show the lyrics on the overhead transparency. Ask students to follow along on their own lyrics sheets and underline the prefixes that they hear in green, the roots in yellow, and the suffixes in red.]
- **Great, so let's add some of the prefixes, roots, and suffixes from the song to our list here.** [Elicit words from the students for prefixes, roots, and suffixes that are mentioned in the song, and write them in under the appropriate column headers. Just one or two examples per word part is sufficient – you don't need to draw out every single example.]
- Bring the students' attention once again to what the song says about suffixes, focusing on the purpose of a suffix, to change the grammar function, or part of speech, of a word:
  - If prefixes come before, then what's the next chapter  
Suffixes follows root words, so they must come after  
And while this may sound absurd  
A suffix can also change the grammar function of a whole word  
“Wait, from adjectives to adverbs?” Like clear into clearly  
“But then child into childish?” It's semantics, can you hear me?

**\*\*\*\*\*10 MINUTES – REVIEW OF –TION/SION and -ITY\*\*\*\*\***

(review –tion and -ity)

- **Let’s take a few minutes to review –tion and -ity before we move onto the new suffixes that we’re talking about in this unit.**
- Ask students to put away their rap song lyrics and markers.
- Post the –tion and –ity word transformer review overhead and review the idea that adding a suffix transforms the word—and in doing so often changes the grammatical function of the word.
- Pass out the student worksheet versions of this review activity, telling the students that this time, they will remove suffixes instead of adding them.
- Read the words on the left hand column and ask what part of speech they all are. (nouns)
- Does anyone know similar words in Spanish? [*disrupt* is not a cognate; *corrección* (coh-rake-SYON); *personalidad* (pair-soh-nah-lee-DAHD); *posibilidad* (poh-see-bee-lee-DAHD); *popularidad* (poh-pew-lah-ree-DAHD); *originalidad* (oh-ree-hee-nah-lee-DAHD)]. Good, so most of these words are cognates, meaning that they are spelled similarly and sound similar and have the same meaning in English and Spanish. And we can also note that the suffixes are cognates – tion in English is -ción in Spanish, and –ity in English is –idad in Spanish.
- Have the students complete the worksheet in pairs, and then discuss in the whole group.
- **Ok, so first, how were these words transformed when we took off the suffixes?**
  - **disrupt** (note use of root – rupt- and how it means ‘to break’ in this word – to break apart a situation so that it can’t continue)
  - **correct**
  - **personal**
  - **possible** (note spelling change – need to add silent e)
  - **celebrate** (note spelling change – need to add silent e)

- **popular**
- **original**
- words students came up with
  
- **Great, so what two suffixes did you remove from these words?** [-tion and -ity]
- **Right, and how did removing these suffixes change the grammar function or part of speech of each word?** [former -tion words became verbs and former -ity words became adjectives].
  
- **What nouns have we already learned in previous units that end in -tion or -ity? Look at the noun list on the word wall to help you remember.** [Point to the word wall cards under the 'nouns' header and write and repeat the English and Spanish words as the students offer them. - *interaction/interacción* (U3); *resolution/resolución* (U4); *compensation/compensación* (U5); *adversity/adversidad* (U2); *equity/equidad* (U4)]
- **Right, and this is a good reminder that -tion words in English usually end in -ción in Spanish, like *interaction* and *interacción*, and words that end in -ity in English usually end in -idad in Spanish, like *adversity* and *adversidad*.**
- **Let's quickly review the meanings of these nouns.** [Elicit quick definitions of these words from students: *interaction* – getting together with others; *resolution* – a solution to a problem; *compensation* – payment; *adversity* – challenge or difficulty; *equity* – same treatment for everyone]

**\*\*\*\*\*10 MINUTES – INTRODUCE –AL\*\*\*\*\***

- Still working with the worksheet the students have just completed, say **Let's look again at what we did with the words *personality* and *originality*. What did we do?** [Anticipated response: Took the suffix -ity off and changed the words from nouns to adjectives.]

- Write *personal* and *original* on the board, and ask if these words can be reduced (you might want to compare to reducing a fraction) any further. **Is there still a main part within the words that we can take out?**
  - **personal –person**
  - **original –origin**
- **What’s happening here?** [Help the students to discover that -al is an adjectival suffix that means “like something, or having to do with something.”] **For example, if I say something is personal, it has to do with me (my person) and I might not want to share it.**
- Show the overhead for –al. Explain that this is usually how it works with –al, but as with every affix rule, there are a few exceptions. Example: *betrayal* is a noun and -al is added to a verb to create it. Usually, though, -al tells us that we are dealing with an adjective.
- Distribute the –al student worksheet.
- **I’m sure you know many adjectives that end in –al. I’m going to show you some pictures, to see if you can think of an adjective ending in –al that describes something in the picture. Write your guess on the blank space in the sentence.**
- Show each picture in order. You may simultaneously read the corresponding sentence, or have students read them.
- After the students complete the exercise, discuss, emphasizing the adjectival function of the words – how they mean, ‘something that has to do with...’.
  - natural (natural disaster – flood)
  - formal (2 girls in formal clothes)
  - magical (wand)
  - medical (medical equipment)
  - seasonal (people playing in the snow)
  - comical (cat in funny position)

- **Does anyone know how to say these words in Spanish? Does the suffix –al work the same way in Spanish?** (*natural* and *formal* are exact cognates – *natural* (nah-too-RAHL) and *formal* (for-MAHL); *magical*, *medical*, and *comical* are cognates but have different suffix endings – *mágico* (MAH-hee-coh); *médico* (MAY-dee-coh); *cómico* (COH-mee-coh); and *seasonal* isn't a cognate at all. So the important message is that –al is also a suffix in Spanish, but sometimes –al words in English end in –o in Spanish.
- **Does anyone remember some of the –al words that we have already learned in previous units? Look at the list of adjectives on our word wall.** [Point to the adjectives column of the word wall.] [*global* (U3); *beneficial* (U3); *conventional* (U5)] **Good, right, these are three adjectives that we've already learned that end with the suffix –al. *Global* means world-wide, *beneficial* means helpful, and *conventional* means usual or typical.**

\*\*\*\*\* **10 MINUTES - INTRODUCE –ABLE** \*\*\*\*\*

- **Now, we are going to learn another suffix. Let's see if you can figure it out when you listen to this song.** [Play the CD of *The Twistable, Turnable Man*. The students will certainly hear the –able.]
- Show the –able overhead and prompt students to turn their worksheets over to the –able side.
- Play the song again, this time asking the students to write down the words they hear that have the suffix.
- Post the overhead with the song lyrics and prompt students to identify –able words that they heard. Underline each word in black, and the suffix –able in red. Identify the bases of each word, and discuss how the suffix –able changed the “grammar function of the whole word.” [Anticipated response: it changes verbs into adjectives.]



- **Does anyone remember some of the –able words that we have already learned in previous units? Look again at the list of adjectives on our word wall.** [Point to the adjectives column of the word wall.] [*intractable* (U2); *inevitable* (U3)] **Right, *intractable*, which means what?** [difficult to deal with]. **Good, and what does *inevitable* mean?** [unavoidable].
- Ask if anyone knows any words in Spanish that end in –able. Unfortunately, the words in the songs aren't cognates, so they don't provide a good base for this discussion, but –able is a suffix in Spanish, too, and the two previously taught words can provide a good point of departure for a conversation about this.
- Examples of some cognates that use this affix are *intractable/intratable* (een-trah-TAH-blai) (U2); *inevitable/inevitable* (een-ay-vee-TAH-blai) (U3); *comfortable/confortable* (cone-for-TAH-blai); *sociable/sociable* (soh-see-AH-blai) – there are many others!

**\*\*\*\*\*5-10 MINUTES – WRAP-UP\*\*\*\*\***

- Have students place their materials behind the ‘suffixes’ tab of the Detours side of their binders and return their pencils to the pencil pouches. Collect binders.
- Review the objectives and ask students to give you a thumbs up or thumbs down for each one to see whether or not you’ve met them.