

Unit 5: Paying Students to Do Well in School

Day 1: Detours: affixes (suffixes –tion/sion and -ity)

Content Objective:

1. Students will use the word transformer and a word search to learn about the suffixes –tion/sion and -ity.
2. Students will compare the use of the suffixes –tion/sion and –ity in Spanish and English.

Language Objective:

1. Students will explain how the suffixes –tion/sion and –ity change the part of speech of a word.

Teacher materials:

1. objectives overhead
2. overhead of lyrics to rap song (from Unit 4 <http://www.educationalrap.com/song/prefixes-suffixes-roots/>)
3. –er/or word transformer overhead
4. –tion/sion word transformer overhead
5. -ity word search overhead
6. fine point red and black overhead markers
7. white board marker
8. traffic lights mini posters
9. prefix, roots, and suffixes rap cd and cd player
10. word transformer and word cards

Student materials:

1. rap song lyrics (from Unit 4 Day 1)
2. binders, pencils, and red markers
3. white boards and dry erase markers and wipes
4. -ity word search worksheet

Day at a Glance:

(10 min) Introduce objectives and review suffixes through a rap song

(15 min) Word Transformer - Review the suffixes –er and –or and Introduce the suffix –tion/sion. Discuss how both of these suffixes change verbs to nouns.

(15 min) Introduce the suffix –ity through a word search activity and discuss how it changes adjectives to nouns.

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

Activities

*****10 MINUTES - INTRODUCE OBJECTIVES AND REVIEW SUFFIXES*****

(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 suffixes)

- **In our last unit, we started talking about suffixes, and we ended that lesson by listening to (or reading the words to) a rap song about prefixes, roots, and suffixes. So let's start off today's class by listening to that song again and really paying attention to what it has to say about suffixes in particular.**
- **Please take out the rap song lyrics from Unit 4 Day 1, and while you listen, I want you to underline the word 'suffix' with your red marker every place you see it.** [As the students take out their lyrics, post yours on the overhead, and ask students to take their red markers out of their binders. Play the downtempo version of the song through once and have students underline the word 'suffix' in it while you do the same thing on the overhead.]
- **Ok, so let's take a look at where we find the word 'suffix' in the lyrics.**
- **First, we see it at the top of the page, below the last traffic light, which you can also color in red if you haven't already. Why do we use a red traffic light to remind us about suffixes?** [Because they come at the end of the word so the red traffic light reminds us to stop and think about the part of speech.]
- **Great, now where do we see the word 'suffix' written next?** [In the 2nd line of the chorus – “Words are power and that's the truth/prefixes, suffixes, and they've all got roots.”] **Good, so go ahead and underline the word 'suffix' there - so this line is reminding us that**

- all words have roots, and some words have prefixes and/or suffixes, too.**
- **Do you see the word ‘suffix’ written anywhere else?** [In Verse 3 – the 2nd line – “Suffixes follow root words...”] **Good, so this line is reminding us about the location of suffixes – that they come AFTER the root.**
 - **And where’s the last place we see the word ‘suffix’ written in the song?** [Verse 3, line 4 – “A suffix can also change the grammar function of a word”] – **Good. What is meant by the phrase, ‘change the grammar function of a word’?** [Change the part of speech]. **Right, changing the grammar function of a word means changing its part of speech, like from a verb to a noun.**
 - **Now in Verse 3, they mention a lot of suffixes, and one of the suffixes they mention is –er/or, which we studied in the last unit. The song says that –er/or means ‘demonstration’ – what does that mean?** [showing someone how to do something]
 - **Right, a demonstration is when you do something in front of other people, so this is another way of saying what we did in the last unit, that words that end in –er/or mean ‘people who do something’ or “things that do something.”**

*******15 MINUTES – WORD TRANSFORMER*******

(review –er/or)

- **Let’s take a few minutes to review –er/or before we move onto the new suffixes that we’re talking about in this unit.** [Ask students to put away their red markers and take out their black dry erase markers and white boards. Post the –er/or word transformer overhead and take out the word transformer and –er/or word cards. Make sure that the –er/or header is on the top of the actual word transformer.]
- **On the top of this overhead, it says, “Drop a suffix into the word transformer and see how it changes the grammar function of a word.”** [Point to the directions on the overhead.]

- **So the suffix that we're dropping into the word transformer first is –er/or.** [Point to –er/or on the overhead and the actual word transformer.]
- **Now on this side of the word transformer picture, I have the words *bake, act, read, and invent.*** [Point to the words as you say them.] **What is the grammar function, or part of speech, of all of these words?** [verbs] **Right, they're all verbs.**
- **Now I'm going to drop each one of these words into my word transformer, and see what happens when we add the suffix –er/or. As I drop each word in, I want you to write the word that you think will come out on your white board. Leave enough room so that you can fit all four words on it.** [Drop the word cards in one at a time, prompting students to write the transformed word before you do, and then having them check when the transformed word comes out to make sure that they have the right ending and spelling. You may want to call a student up to be your assistant to do this. Write the transformed words on the lines on your worksheet overhead.]

- **Great, so now we have the list of words *baker, actor, reader, and inventor.*** [Point to the words on the overhead as you say them.] **Two of them end in –er and two of them end in –or.**
- **Did you notice anything about the spelling when you added –er to baker?** [You had to drop the silent 'e' at the end of bake.] **Right, when a word ends in a silent 'e,' you have to drop it before adding the suffix –er.**
- **Does anyone know how to say any of these words in Spanish?** [*baker – panadero* (pah-nah-DAIR-oh); *actor – actor* (ahk-TOR); *reader – lector* (lake-TOR); *inventor- inventor* (een-vain-TOR)]. **Good, so as we discussed last week, we can see that the suffixes are pretty much the same in Spanish – or is still –or [point to the two –or words] and –er goes to either –ero [point] or –or [point].**
- **Ok, great, and this list of transformed words - *baker, actor, reader, and inventor* – what part of speech are they?** [nouns]. **Right, as we**

discussed last week, the suffix –er/or changes verbs into nouns, like bake into baker or invent into inventor.

- **Go ahead and wipe off your white boards, and now we’re going to do the same thing with one of our new suffixes for today, -tion/sion.**

(introduce –tion/sion)

- **Let’s look again at a word we just transformed: *invent*.** [Point to it on the –er/or word transformer overhead.] **What did it become when we put it into the word transformer?** [*inventor*.] ***Inventor*, right** [point to the transformed word] —**someone who invents things.**
- **Now here’s another question: what do we call the things that an *inventor* invents?** [*inventions*.] **Hmmm. So we have *invent*** [write on board], ***inventor*** [write on board] **and *invention*** [write on board].
- **What part of speech did we say *invent* was?** [verb] **Right, a verb.**
- **And now we have this new word, *invention*. Who can tell me how this word is different from the word *invent*?** [It ends in –tion and it is a noun.] **Right, it has this suffix –tion, and like *inventor*, it is a noun.**
- Switch the overhead to the –tion/sion word transformer and switch the header label on the actual word transformer to –tion/sion as well. If students haven’t already wiped off their white boards, have them do that now.
- **So –tion** [point to it on the overhead] **is another suffix that changes verbs into nouns. And we can see that it can be written two ways – with a ‘t’** [point to –tion] **or with an ‘s’** [point to –sion].
- **We can also see that these suffixes are almost exactly the same in Spanish. –tion become –ción in Spanish, with a ‘c’ instead of a ‘t’ and an accent over the ‘o,’ and –sion is –sión in Spanish – exactly the same except for an accent over the ‘o’ again. So if you know Spanish words that end in -ción or –sión, they’re probably going to have similar words in English that end in –tion or –sion.**

- **Let's drop all of these verbs, *invent, decide, transport, and communicate* [point to the words on the left-hand side of the word transformer picture] and use the **-tion/sion suffix** [point to those at the top of the word transformer picture] to **'change their grammar function' and turn them into nouns.****
- **Notice that the verbs are written here in Spanish, too, and they're all cognates – *invent – inventar* (een-vain-TAR); *decide – decidir* (day-see-DEER); *transport – transportar* (trans-por-TAR); and *communicate – comunicar* (coh-moo-nee-CAR). For those of you who speak Spanish, change the Spanish verbs into nouns as well and see what you notice.**
- **As I drop each word into the word transformer, I want you to write the word that you think will come out on your white board. Leave enough room so that you can fit all four words on it. And again, if you speak Spanish, write the transformed words in both English and Spanish.** [Drop the word cards in one at a time, prompting students to write the transformed word before you do, and then having them check when the transformed word comes out to make sure that they have the right ending and spelling. You may want to call a student up to be your assistant to do this. Write the transformed words on the corresponding lines on your worksheet overhead.]
- **Great, so now we have the list of words *invention, decision, transportation, and communication*. [Point to the words on the overhead as you say them.] **What part of speech are all of these words?** [nouns] **Right, so as we said before, -tion/sion is a suffix that changes verbs to nouns.****
- **What did you notice about the spelling when we put these words through the word transformer?** [Discuss these patterns with the class: you only have to add –ion to invent because it ends in 't' (this is generally the rule although there are exceptions as we'll see in a minute); you take the 'de' off of decide and add –sion instead of –tion (words that end in 'd' instead of 't' take –sion instead of –tion); you add –tation to transportation (this is an example of an exception to the


first rule); and you take off the silent ‘e’ from communicate before adding –ion (this is always the case – and then because the last letter is a ‘t,’ the first rule applies).]

- **And for those of you who know Spanish, what words did you come up with? *invention* – *invención* (een-vain-SYONE); *decision* – *decisión* (day-see-SYONE); *transportation* – *transportación* (trans-por-tah-SYONE); and *communication* – *comunicación* (coh-moo-nee-cah-SYONE). Great, so we can see that the suffixes in the Spanish words are really similar - -tion words in English end in –ción in Spanish, and –sion words in English end in –sión in Spanish.**
- Direct students to wipe off their white boards and return their white boards and dry erase markers to their binders, and take out their pencils. Put the word transformer to the side. Remove the word transformer overhead and put up the word search overhead.

***** **15 MINUTES - INTRODUCE –ITY*******

(independent activity)

- **Now we are going to do a word search, and I want you to see: 1) if you can find the secret suffix and 2) if you can tell me how it ‘changes the grammar function of the word.’** [Pass out the word search and let the students work in pairs. You’ll notice that there are some words in the search that are not on the students’ list – these are bonus words, so the students get extra credit if they find them, too!]
- For students who speak Spanish, challenge them to translate the words into Spanish as well – both the ones on the list and the words they are transformed into by adding –ity.

 Differentiation: If some students would benefit from having a word bank for this activity, the word search words are: *originality*, *personality*, *popularity*, *similarity*, and *tranquility*. Once they find the words, they can underline the secret suffix in each word.

(review of worksheet)

- Once all of the students have finished the word search, review it as a class. (You have a master with the solution for all words.) There are two key ideas to review.
- First, the students should have discovered that ‘the secret suffix’ (not such a secret since it was part of the objectives!) is –ity.
- Second, students have hopefully also discovered that –ity is a suffix that changes adjectives into nouns.
- A third point for students who speak Spanish is to notice that –ity in English corresponds to –idad in Spanish. All of the words on the list are exact cognates (exactly the same spelling) except *tranquil*, which is *tranquilo* (trahn-KEE-loh) in Spanish. When they are transformed into nouns, they become *originalidad* (oh-ree-hee-nahl-ee-DAHD), *personalidad* (pair-sohn-ahl-ee-DAHD), *popularidad* (poh-pew-lahr-ee-DAHD), *similaridad* (see-mee-lahr-ee-DAHD), and *tranquilidad* (trahn-kee-lee-DAHD). Write these Spanish words on your overhead next to their English counterparts and make the connection between the suffix –ity in English and the suffix –idad in Spanish.

*******5-10 MINUTES – WRAP-UP*******

- Have students place their word searches 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.
- If there is additional time, post the lyrics to the rap song on the overhead and play the rap song for the students - invite them to sing along!