

Part 4 Words in Action

17.10

All

Review

- Phonograms: Phonogram Baseball** Using an open space, select a location for a home plate, pitcher, and three bases. The student stands at home plate with a whiteboard and marker, and the teacher stands at the pitcher's mound with the Phonogram Flash Cards. The teacher reads a phonogram. The student batter writes it on her whiteboard. If she is correct, she advances to the next base. At each base, the student writes another phonogram. If she misspells a phonogram, she is "out" and must move back to home plate. Each time she completes the circuit and crosses home plate, she is awarded one point.
- Spelling Rules:** Challenge students to think of as many words as possible that end in the sound /v/. Write them on the whiteboard as the students list them. Notice, they all end in VE. (*Of* is the one exception; since it spells /v/ with an F instead of a V, it does not end in E.)
- Grammar: Pronoun Eraser Race** Write the subject pronouns on the board as the students list them. Ask the students to list the corresponding object pronouns as you write them on the board. Erase a pronoun and recite the lists. Erase another pronoun and recite them again. Continue until all the pronouns have been erased and students are reciting from memory.
- Grammar: 17.10 Pronouns – page 47** Rewrite each sentence, replacing the word(s) in bold with the appropriate pronoun.

Materials

LOE Whiteboard
 Basic Phonogram Flash Cards
 Phonogram Game Tiles
 Student notebook
 Highlighter

Level A

Phonogram Game Tiles
 Morpheme Flash Card **mis-**

Level B

Phonogram Game Tiles
 Morpheme Flash Card **-ive**

Level C

Morpheme Flash Cards

verge	dis-	sequ
-ant	-ance	-ive

Optional

The Essentials Reader, Teacher's Guide, and Student Activity Book

17.11

Vocabulary

A

Level A Vocabulary

The prefix mis-

Today we will learn a new prefix.



17.11A The Prefix mis- – page 48 Write the new words formed by adding the prefix.

What does *mis-* mean? *wrong*

Show the Morpheme Card mis-.

The prefix *mis-* is from Old English and it means wrong, incorrect.



Choose five words from **17.11A The Prefix mis- – page 48** and use them in a sentence.

Suffixing

Using your Phonogram Game Tiles, spell the suffix *-ing*.

i ng

Place the suffix *-ing* on the right side of your desk.
Now spell the suffix *-er*.

er

Place the suffix *-er* on the right side of your desk.
Now spell the suffix *-s*.

s

Place the suffix *-s* on the right side of your desk.
Now spell the suffix */ĕd-d-t/*.

ed

Place the suffix */ĕd-d-t/* on the right side of your desk.

I will now say a word from your spelling list. Spell it with Phonogram Game Tiles. Then decide which suffixes from the right side of your desk you can add to create new words.

make

m a k e

I can add -ing to make making. I will need to drop the E because it is a vowel suffix.

mis-
wrong, incorrect
Old English

m a k i n g

I can add *-er* to make *maker*. I will need to drop the *E* because it is a vowel suffix.

m a k e r

I can add *-s* to make *makes*. I will keep the *E* because it is a consonant suffix.

m a k e s

Continue with the following words:

charge

charging
charger
charges
charged

mistake

mistaking
mistakes

give

giving
giver
gives

save

saving
saver
saves
saved

dance

dancing
dancer
dances
danced

change

changing
changes
changer
changed

Teacher Tip

ED

For suffixing purposes, the phonogram ED always acts as a vowel suffix because it begins with an E. This is true even when it is pronounced /d/ or /t/.

B

Level B Vocabulary

-ive

Using your Phonogram Game Tiles, spell the suffix *-ive*.

i v e

Place the suffix *-ive* on the right side of your desk.

I will now say a word from one of your spelling lists. Spell it with Phonogram Game Tiles.

act

a c t

Add the suffix. What new word is formed? **active**

a c t i v e

Use *active* in a sentence. **answers vary**

How did the meaning of *act* change when the suffix *-ive* was added?

The word active describes someone or something that acts often.

express

e x p r e s s

Add the suffix. What new word is formed? *expressive*

e x p r e s s i v e

Use *expressive* in a sentence. *answers vary*

How did the meaning of *express* change when the suffix *-ive* was added? *The word expressive describes someone or something that expresses well or often.*

invent

i n v e n t

Add the suffix. What new word is formed? *inventive*

i n v e n t i v e

Use *inventive* in a sentence. *answers vary*

How did the meaning of *invent* change when the suffix *-ive* was added? *The word inventive describes someone or something that invents well.*

correct

c o r r e c t

Add the suffix. What new word is formed? *corrective*

c o r r e c t i v e

Use *corrective* in a sentence. *answers vary*

How did the meaning of *correct* change when the suffix *-ive* was added? *The word corrective describes something that is intended to correct something or someone.*

detect

d e t e c t

Add the suffix. What new word is formed? *detective*

d e t e c t i v e

Use *detective* in a sentence. *answers vary*

How did the meaning of *detect* change when the suffix *-ive* was added? *A detective is someone who detects.*

Teacher Tip

-ive

If desired, expand with the following words not found in previous spelling lists.

instructive
protective
possessive
reflective
secretive
connective
massive
destructive
excessive
subjective
supportive

Show the Morpheme Card **-ive**.

What do you think *-ive* means? *answers vary*

The suffix *-ive* means tending to. An active person tends to act.

Suffixing

17.11B Suffixing – page 49 Add the suffix to each word.

-ive

-itive

**noun & adjective
suffix;**

tending to

Latin

C

Level C Vocabulary

What patterns do you notice in Spelling List 17? *Converge and diverge both include verge. Consequence and sequence both include sequence. Converge and consequence both start with con- which means with or together. Five words end with -ive.*

verge

Write *verge* on the whiteboard.

verge

Which two words in our list use the root *verge*? *converge, diverge*

What do you think *verge* means? *answers vary*

Show the Morpheme Card **verge**.

Verge means to bend or to incline.

converge

What does the prefix *con-* mean? *with or together*

Draw two lines that are converging. What does it mean if two lines converge? *The lines come together.*

What do you think *diverge* means? *answers vary*

Show the Morpheme Card **dis-**.

The prefix *di-* is a variation of *dis-*.

Why do you think the /s/ is dropped? *It is very difficult to say disverge. The /s/ and /v/ sounds are hard to say together because they are not in the same part of the mouth.*

What does *di-* mean? *apart, away, opposite*

Draw two lines that are diverging.

sequence

Use shapes or letters to make a sequence on your whiteboard. *answers vary*

What is a sequence? *something that follows a pattern*

Show the Morpheme Card **sequ**.

verge
to bend, to incline

Latin

Teacher Tip

Previous Card

The Morpheme Card **dis-** was introduced in Unit 10. If your *dis-* card does not include the variations *di-* and *dif-*, add them to the card and introduce them to the students as variations of this morpheme.

dis-

di- dif-

apart, away, opposite

Latin

sequ
to follow

Latin

The Latin root *sequ* means to follow.

What suffix has been added to *sequ*? **-ence**

-ence, -ance, -ent, -ant

Write *-ence* and *-ance* on the whiteboard.

-ence

-ance

Many people mix up the spelling of these two suffixes. However, there is a pattern to how these suffixes are used.

17.11C-1 -ence or -ance – page 50 Step 1 Highlight the last three letters in the words in the left column. **Step 2** Highlight the suffix *-ence* or *-ance* in the words in the right column. **Step 3** What is the pattern? **Step 4** Complete the spelling for the remaining words.

What is the pattern? *Words that end in -ant use -ance. Words that end in -ent use -ence.*

What part of speech are all the words in the left column? *Most of them are adjectives. However, attendant is a noun. Dependant can be used as both a noun and an adjective.*

What part of speech are all the words in the right column? *nouns*

Show the Morpheme Card **-ant**.

What do you think this suffix means? *It shows that a word is a noun or an adjective.*

What is an alternative spelling? **ENT**

Show the Morpheme Card **-ance**.

What do you think this suffix mean? *It shows that a word is a noun.*

What is an alternative spelling? **ENCE**

-ive, -itive

17.11C-2 Discover the Root – page 51 Highlight the suffix *-ive* or *-itive*. Then remove the suffix and write the root.

What part of speech are the words in the left column? *adjectives*

What part of speech are the words in the right column? *verbs*

Show the Morpheme Card **-ive**.

The suffix *-ive* is an adjective suffix. It means tending to.

What is a variation of this suffix? **-itive**

Teacher Tip

Previous Card

The Morpheme Card **-ant** was introduced in Unit 6.

-ant

-ent

**noun & adjective
suffix;
characterized by**

Latin

-ance

-ence

noun suffix

Latin

-ive

-itive

**noun & adjective
suffix;
tending to**

Latin

17.12

Dictation

Read the sentence. Ask the students to repeat it aloud, then write it in their notebooks. Mark the parts of speech.

A

1. They changed the show.
2. I said, "The girls finished the work."

B

1. They served pumpkin muffins and chocolate.
2. The president values the three managers' service.

C

1. The committee members communicated the consequences.
2. The scientists pursued the worthwhile experiment.

17.13

Writing Strong Sentences



17.13 Writing Strong Sentences – page 52 Change the gray, bold words into pronouns. Add an adjective to describe the black bold words. You may think of your own adjective or choose one from the list. Rewrite the sentence on the lines.



Optional **The Essentials Reader**

Unit 16: The Tale of Paul Bunyan

- Complete the Handwriting & Composition activities on page 46 of *The Essentials Reader Teacher's Guide*:
- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 47 of *The Essentials Reader Teacher's Guide*.