

Lesson 31 TI and Suffix TION

Objective

This lesson teaches phonogram ti and the most common way to spell the word ending /shŭn/.

You Will Need

- Twirl into Spelling* pages 225-230
- letter tile ti
- suffix tile *tion*
- suffix tile *ion* (optional)
- Phonogram Card 62
- Sound Card 62
- Sound of /sh/ label
- Word Cards 221-230

Before You Begin

Preview Phonogram TI

Phonogram ti says /sh/ as in *nation*. Read the following examples and listen for the /sh/ sound.

action nation solution mention station

Most commonly, ti is found in the suffix *tion*, but it is also found in other words such as *partial*, *cautious*, and *quotient*.

Phonogram ti is never found at the beginning of a word.

When we practice the Phonogram Card for ti, we say “/sh/, tall-letter /sh/.” We add the phrase “tall-letter /sh/” to distinguish ti from other spellings of /sh/, such as sh, ci, and si.

If you are using a magnetic white board, add the Sounds of /sh/ label to the board. To see what the magnetic white board will look like after all the new Level 4 tiles have been placed on the board, refer to Appendix T.



The ti tile is stored under the Sound of /sh/ category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ti phonogram sound.

Preview Suffix TION

This lesson serves as an introduction to suffix *tion*. Using simple words such as *motion* and *option*, students will learn that when they hear /shŭn/ at the end of a word, the most common spelling is *tion*.

In Level 5, we will build upon this knowledge and show that suffix *tion* is used to change a verb (such as *locate*) to a noun (such as *location*).

Before You Begin

(continued)

tion

The *tion* tile is stored under the Consonant Suffixes category.

ion

The *ion* tile is stored under the Vowel Suffixes category.

A Note about Suffix ION

Suffix tiles for both *ion* and *tion* are included in the Letter Tiles kit. According to linguistic study, *ion* is the “pure” suffix, as demonstrated by the following words.

act + ion = action

note + ion = notion

pollute + ion = pollution

Additionally, many words ending in *ion* are formed with a Latin root that contains t in the last syllable, as in the following examples.

admire (Latin: *admiratus*) + **ion** = **admiration**

compose (Latin: *compositus*) + **ion** = **composition**

In both sets of words above, notice how the t from the base or root word combines with the i from the suffix to form phonogram ti.

While *ion* is the “pure” suffix, *tion* is treated as a suffix for practical purposes. We will use the *tion* tile in this lesson, but feel free to use t + *ion* if you prefer.

Review



Review a selection of Phonogram Cards from behind the Review divider in your student’s Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.



Read through the Word Bank for EAR and the Word Bank for EA (/ā/).

Teach Phonogram TI

“We have a new tile today.”


Move the  tile into the workspace.

“This phonogram says /sh/. Repeat after me: /sh/.” *Student repeats the sound.*

“Good. Since these two letters work together to say /sh/, we’ll store this tile under the Sound of /sh/ label.” Point to the category label.

Phonogram
Cards

Take out Phonogram Card 62 and practice it with your student. Be sure to say the full phrase: “tall-letter /sh/.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

If your student is curious about the name “tall-letter /sh/,” show her all the letter tiles that spell the /sh/ sound: sh, ti, ci, and si. Notice that ti is written with the tallest letter. To help distinguish between the four ways to spell the sound of /sh/, ti is given the nickname “tall-letter /sh/.” 

Teach Sound Card 62

Sound
Cards

Take out Sound Card 62.

“I am going to dictate a sound. Write the two letters that work together to make that sound.”

Dictate the new Sound Card. Practice until your student can easily write the correct phonogram in her dictation notebook. Mix in several other Sound Cards for mixed review.

File the flashcards behind the Review divider in the Spelling Review Box.


New Teaching

(continued)

Introduce Suffix TION

“Repeat these words after me and listen for the /shŭn/ sound: *action, motion, attention.*” *Student repeats the words.*

“In each of these words, the /shŭn/ sound is spelled ti-o-n.”

Move the letter tiles into the workspace. 

Point to each letter tile as you say “/sh/-/ŭ/-/n/.”

“The o says its fourth sound.”

Move suffix  into the workspace.

“We have a new suffix tile that says /shŭn/. /Shŭn/ is used in thousands of words. Let’s look at a few.”

Build the word .

“What does this word say?” *Nation.*

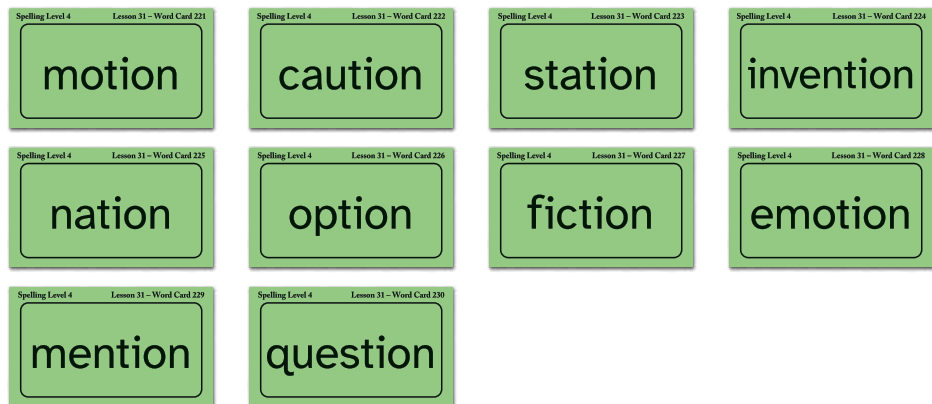
“Divide this word into syllables.” *Student divides the word between a and t.*

“Good. Suffix *tion* forms its own syllable.”

“Change *nation* to *motion*.” *Student exchanges the first two tiles.*

Spell Word Cards 221-230

Dictate the words and have your student spell them in her dictation notebook.



New Teaching

(continued)

If your student has difficulty with the word *question*, explain that the second syllable can sound like /chŭn/ in many dialects but is spelled with *tion*.



File the Word Cards behind the Review divider in the Spelling Review Box.

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

celebration

audition

election

examination

auction

expedition

competition

coronation

Complete Activity Sheet (Optional)

“Let’s create some silly sentences!”

She planned to buy a guinea pig after the _____.

He could hardly wait for the _____ to end so he could go hiking.

The entire family prepared for the _____ by eating popcorn.

It wasn't until Thursday that she remembered the _____.

The _____ was boring but he said cleaning his closet was even worse.

Grandpa said that the _____ was more important than football.

I'm glad the _____ is tomorrow.

Aunt Jan snapped six hundred photos at the _____.

audition	auction	expedition	competition
election	celebration	examination	coronation

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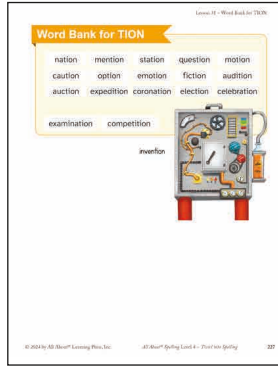
Auctions, Auditions, and More!

Turn to page 225 in the *Twirl into Spelling* activity book.

Have your student choose one word at a time from the bottom of the page and then write the word in one of the blank spaces. There are no right or wrong answers, so your student should feel free to create sentences that are as silly or serious as she chooses.

When your student has finished all the sentences, read them aloud together and get ready for some giggles.

Read Word Bank for TION



Turn to page 227 in the activity book.

Have your student read through the **Word Bank for TION** to improve visual memory. There are several ways to spell the sound of /shŭn/ and we want students to become very familiar with the words in this Word Bank. This will enable your student to recognize the correct spelling of /shŭn/ when she needs to spell one of these words.

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in her dictation notebook.

Let's begin the celebration right away!

Which is the richest nation on Earth?

Did I mention that I earn great grades?

Please reply to the question.

The motion of the ship made me ill.

My latest invention will amaze you!

The bus station is next to the courthouse.

Which option do you prefer?

I felt so much emotion at my audition!

My friends love to read fiction.

He led an expedition to the South Pole.

We caution you not to tease the beagles.

New Teaching

(continued)

Writing Station

Turn to page 229 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

Then have your student create original sentences using the new words and write them on the lines.

ribbons

buttery

singing

great (great movie)

amused

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 230 of the activity book.

“You can spell *emotion*. Now spell *emotional*, as in *She made an emotional speech at the wedding.*” Student writes *emotion* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable(s).

1. **emotional** She made an emotional speech at the wedding.
2. **locomotion** Walking is my favorite form of locomotion.
3. **unmentionable** The topic of pets is unmentionable in my house.
4. **stationery** Glenda writes me letters on striped stationery.
5. **fictionalized** I read a fictionalized account of the earthquake.
6. **questionnaire** Did you fill out the questionnaire?

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have her mark Lesson 31 on the Progress Chart and move on to the next lesson!



Hey, friend!
What an outstanding lesson!
I mean, look at all these sensational words:
FICTION, which lets us tell all kinds of stories.
EMOTION, which makes me happy.
MOTION, which lets us move to the groove.
And CORONATION—
because I am crowning us the
Royal Chickens of Boogie Town!

Lesson 32 AR after W Says /or/

Objective

This lesson teaches that phonogram ar can say /or/ when it follows a w and how to spell words with the sound of /wōr/ spelled w-ar.

You Will Need

- Twirl into Spelling* pages 231-235
- Homophones Book
- Silent E Book
- Word Cards 231-240

Before You Begin

Review Phonogram AR

ar In Level 2, your student learned that phonogram ar says /ar/ as in *car*. In this lesson, your student will learn that ar usually says /or/ when it follows the letter w.

Read the following examples and listen for the /wōr/ sound.

warn reward warp wardrobe warden

Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in his dictation notebook.



Read through the Word Bank for TION.

Teach /wōr/ Spelled W-AR

Move the **ar** tile into the workspace.

“What is the sound of ar?” /ar/.

“Good. But sometimes when ar comes after w, it says a different sound. Repeat these words after me and listen for the /wōr/ sound: *warm, forward, warn.*” *Student repeats the words.*

“In each of these words, the /wōr/ sound is spelled w-ar.”

Move the **w** tile next to the **ar** tile.

Point to the w. “After a w, ar usually sounds like /or/.”

“I will dictate some words for you to spell. In each one, the /wōr/ sound is spelled w-ar.”

Dictate the following words.

war

warm

backward

reward

warn

Build the word **qu ar t**.

Point to the qu. “The word *quart* has a /kw/ sound at the beginning. Do you hear the /w/?”

“Even though it doesn’t have a w in it, it has the /w/ sound. The sound of the ar tile is changed by the /w/ sound.”

“Use the /er/ of *her* to change *quart* to *quarter*.”

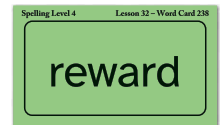
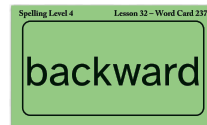
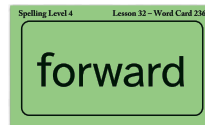
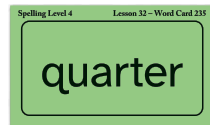
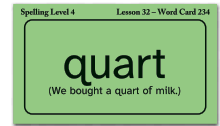
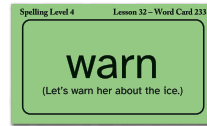
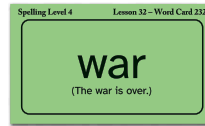
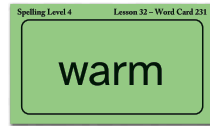
New Teaching

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Spell Word Cards 231-238

Dictate the words and have your student spell them in his dictation notebook.

Some students may find it easier to learn the words *forward* and *backward* if you pronounce them for spelling.

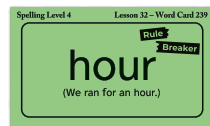


Teach Two Rule Breakers: *hour* and *people*

Build the word **h** **ou** **r**.

“This word is *hour*, as in *We ran for an hour*. Which letter doesn't say the sound we expect it to say?” *The h because it is silent.*

Show Word Card 239 to your student.

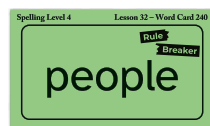


“Circle the h in this word because it doesn't say the sound we expect it to.” Have your student fill in the circle with yellow pencil.

Build the word **p** **e** **o** **p** **l** **e**.

“This word is *people*. Just like the word *hour*, this word contains a silent letter. Which letter is silent?” *The o.*

Show Word Card 240 to your student.



“Right Circle the o in this word because it doesn't say the sound we expect it to.” Have your student fill in the circle with yellow pencil.

Review these Rule Breakers several times today.

New Teaching

(continued)

If you wish, your student may add the homophone pairs *war/wore* and *warn/worn* to the Homophones Book since he knows how to spell words with these spelling patterns.

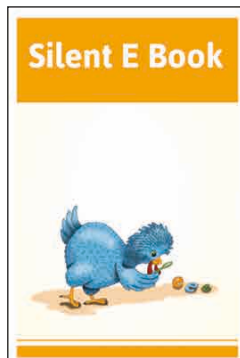


File the Word Cards behind the Review divider in the Spelling Review Box.

Identify the Job of Silent E

Point to the word **p e o p l e**.

“The word *people* has a Silent E at the end. What is the job of Silent E in this word?” *It adds a vowel to the last syllable.*



Take out the Silent E Book.

Have your student enter the following words in the correct section of the book.

people (Job #5)

continue (Job #3)

worse (Job #4)

Homophones Book: Add *hour/our*

Build the word **h o u r**.

“Read this word.” *Hour.*

“*Hour*, as in *We ran for an hour.*”

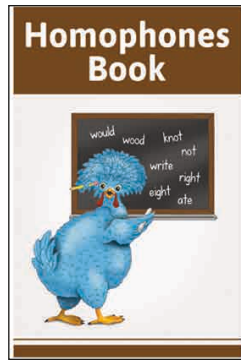
Build the word **o u r**.

“Read this word.” *Our.*

“*Our*, as in *This is our house.*”

New Teaching

(continued)



Take out the Homophones Book. “*Hour* and *our* are homophones. Write these words in your Homophones Book.” *Student writes the words.*

Read the following sentences and make sure your student points to the correct word in the Homophones Book.

Our yodeling lesson starts at 3pm.

Our teacher is a champion yodeler.

We will yodel-lay-hee-hoo for an hour.

Then Mom will want an hour of yodel-free peace!

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

wart

warning

warmth

warbler

benchwarmer

warp

warthog

quarterback

swarm

wardrobe

warmup

headquarters

lukewarm

ward (hospital ward)

Complete Activity Sheet (Optional)

“Herbs are beautiful plants that are used for many purposes, including cooking! Let’s grow some potted herbs.”



Let’s Grow Herbs!

Remove pages 231-234 from the *Twirl into Spelling* activity book.

Cut out the planter cards and place them in a pile with the illustrations facing up.

Cut out the herb cards and place them in a pile with the illustrations facing down.

Choose nine words from this lesson that you think would most benefit

New Teaching

(continued)

your student to practice. Dictate the words one by one and have your student write each word on one of the herb cards. After spelling the word correctly, he may flip the card over to reveal the herb and add the card to one of the planters.

Continue until all the herbs have been placed in their planters and your student has practiced all nine words.

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in his dictation notebook.

- Sometimes it is warm even in January.**
- There is only a quart of gas in the car.**
- Sixteen people are judging the contests.**
- You have only one hour for sketching.**
- Why did you hop home backward?**
- Look out for that swarm of tourists!**
- My father did not fight in the war.**
- We must warn Seth about the quicksand.**
- Did you give your brother a quarter?**
- You will get a reward for your hard work.**
- Isn't it better to face forward when you walk?**
- Who put this footwear on the warthog?**

Writing Station

Turn to page 235 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

Then have your student create original sentences using the new words and write them on the lines.

- recheck**
- swiftly**
- questions**
- way** (way to go)
- turned**

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have him mark Lesson 32 on the Progress Chart and move on to the next lesson!