Inspired Instruction

Reading Literature Lesson Plan
Determining Word Meaning from Word Structure

Grades 9-10

Rationale

- Often times students are familiar with certain words but are confused when words appear in a different form than what they are used to (a verb appears as a noun, etc.) while they are reading. Having an understanding of how words can become different parts of speech when adding different suffixes will help students improve their vocabulary, increase understanding and fluency while reading, and allow students to write with more precision.

Goal

- To use suffixes that change words to different parts of speech

Standards

- **L.9.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- **L.9.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Objectives

- Students will review suffixes that identify the part of speech of words.
- Students will change vocabulary words to different parts of speech using a suffix list.
- Students will use a dictionary to verify parts of speech and proper word usage for unfamiliar words.

Materials

- ***Reference Sheet: List of Common Suffixes***
- ***Student Activity: Presto Change-o!***
- A class set of dictionaries, or access to www.dictionary.com or some other online dictionary.
- A highlighter or marker (optional)

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Procedures

- To begin, write a word that can change form by adding a suffix on the board. Ask students if they can change the part of speech of the word by adding anything to the word. You may want to walk students through the first list to model your approach. You may want to use the following as examples:
  - enter / entrance
  - conscious / consciousness / consciously
  - jolly / jollity
- Talk about how different words take different endings to change forms. Say, **"Today, we will learn about how different suffixes indicate different parts of speech when added to a word. We will also learn about how to manipulate these suffixes to form different words with the same root meaning."**
- Distribute the Reference Sheet to each student. Spend some time reviewing the suffixes for each part of speech. Ask students if they can add any words to the examples that are listed. Say, **"Can you think of any other words that use this particular ending?"** Take all relevant examples.
- Inform students that they will have an opportunity to practice using the suffixes to decipher word meaning. Say, **"We will now practice determining how a word's meaning changes when we add different suffixes."**
- Distribute the ***Student Activity*** to each student. Allow students to work individually to complete Part I of the activity. Circulate as students work and remind students when there are five minutes remaining in the activity.
- Review answers to the worksheet with students. Accept any relevant answers.
- Ask students to suggest any other words that can be made from the examples in Part I of the exercise. Say, **"Can you think of any other words that are not listed here that can be formed from these root words?"** Accept any relevant answers.
- Inform students that they will now use root words to change words to different parts of speech. Say, **"We will now use what we have learned about suffixes to change root words to different parts of speech."**
- Distribute dictionaries to students. Inform students that they will use their dictionaries to finalize their answers on Part II of the activity.

- Allow students to work individually on Part II of the worksheet. Instruct students before they begin to highlight their own answers and record answers that they do not have from the dictionary. Circulate as students work and remind students when there are five minutes left in the activity.
- Ask students to share correct answers as well as answers that are not found in the dictionary. For these "incorrect" answers, ask the class to judge why the answer may be incorrect. Also, ask students if they can manipulate the words in Part II and discover any other suffixes that may be used with the particular words.

Teacher Tips

- This exercise depends largely on student understanding of parts of speech. If students are shaky on parts of speech, you may want to review characteristics and usage of nouns, verbs, adjectives and adverbs with students *before* beginning this activity.

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- Even though students are given the definitions (and in some cases, the part of speech) for the questions, they may not know how to verify if their *answers* are reasonable using the dictionary. Insure that students know how to use the dictionary to find out other forms of words.
- Smaller dictionaries (abridged dictionaries in particular) may not list the definition for every form of a word, even if the form of the word is listed in the dictionary. Accept reasonable answers from students. You may want to look up some words in an unabridged dictionary before completing the activity with students.
- When students are adding suffixes to words, they may "make up" a word, or add a suffix that doesn't create a word used in standard English. Correct the student, but praise their ingenuity. Be ready for questions as they are working.

Extension Activities

- With a list of vocabulary words, have students write a paragraph in which they use the each word in a different form than how they were assigned. For instance, if they were assigned "introvert" as a word, they would use "introverted," "introversion," or "introvertedly" in their paragraph.
- Have students take an unfamiliar text and find words using these suffixes. Ask students to identify the part of speech root word and what part of speech the word is when the suffix is added.
- Have students keep a tally of how often these suffixes appear in their reading material (set a time limit on this, or you could be counting forever!). Have students create a frequency chart or table of how often these suffixes are used and rank them accordingly. Place the ranking somewhere in the classroom.

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Reference Sheet: List of Common Suffixes

Nouns

-ance	guidance, elegance, abundance	-ist	fundamentalist, cyclist, pianist
-ant	aspirant, reliant, defendant	-ity	laity, frivolity, indemnity, civility
-cy	advocacy, democracy	-ment	enjoyment, deferment, payment
-ence	influence, violence, eloquence	-ness	happiness, sadness, coldness
-ent	sufficient, prevalent, obedient	-sion	persuasion, emulsion
-ion	celebration, emancipation, ignition	-tude	latitude, altitude, gratitude
-ism	communism, pluralism, socialism		

Verbs

-ize	homogenize, alphabetize, visualize	-ate	alienate, liberate, hibernate
-en	sharpen, dampen, shorten	-fy	vilify, emulsify

Adjectives

-able	lovable, permeable	-less	clueless, helpless, friendless
-ible	accessible, tangible, feasible	-al	parental, retrieval, medieval
-ful	hopeful, wrathful, successful	-ous	licentious, famous, horrendous
-ish	childish, mawkish		

Adverbs

-ly	frequently, rapidly, ashamedly

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Student Activity: Presto Change-o!

You have learned that certain suffixes indicate the part of speech for a word. Now, it is time for you to use what you have learned to identify what some words may mean based on these suffixes, and change some words yourself. Wave your wand and go, "Presto Change-o!"

Part I – Presto…

Directions: Look at the words below. All have definitions. Identify the word meaning from the root word definition and the suffix.

1. Legitimate - in accordance with established rules, principles, or standards.

   Legitimize - _____

   Legitimately - _____

2. Pacify – to ease the anger or agitation of a person or thing

   Pacifist - _____

3. Ardent - expressing or characterized by warmth of feeling; passionate

   Ardently - _____

4. Impartial – not partial or biased; fair

   Impartialness - _____

   Impartially - _____

5. Diverse – of many different kinds or forms

   Diversify - _____

   Diversity - _____

6. Quantity – an amount or number or something

   Quantify - _____

7. Patriarch – male head of a family or tribe

   Patriarchal - _____

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Part 2 – Change-o!

Directions: Change the original word to the part of speech indicated. You may need to add more than one suffix or take one away. Use a dictionary to verify your answers.

1. Jeopardy – risk of loss or injury; peril or danger

   Verb: _____

   Adjective: _____

2. Obscure – not clear or plain, confusing

   Noun: _____

   Adjective: _____

3. Monolith – a large stone structure

   Adjective: _____

4. Sloth – laziness

   Adjective: _____

5. Existential – dealing with the existence of something or someone

   Noun: _____

   Adverb: _____

6. Polar – dealing with two opposing sides

   Verb: _____

   Noun: _____

7. Autonomy – independence or freedom; the state of having independence or freedom

   Verb: _____

   Adjective: _____

8. Auspicious – favored by fortune, lucky, favorable, opportune

   Noun: _____

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