

## 7: 2nd\_ELA\_Suffix\_StudentView

Teacher: [crosstalk 00:10:56] You are noticing that the vowels are [inaudible 00:01:01] [crosstalk 00:01:01] What's this? A lot of what these two words are installing, you will have to know just the ending and it will help you with the rest of the words. You're looking only [00:02:00] at ends, then you're going to write. Can you write the ending? That's "yun", close. That's "shun," shuns good. [crosstalk 00:03:32] You did that, see. Like you [00:04:00] just said, shun, ends with that. [crosstalk 00:04:45] That one's probably the trickiest one. There is one more [00:06:00] vowel. [inaudible 00:06:03] [crosstalk 00:06:03] Say it again. Everyone say it. Put it on your board. Everyone now, write shun on your board. Now I want you ... I'm going to give each of you a beginning start word. Everyone's is [00:08:00] going to be different. You have to write the beginning. You are going to write action, you're going to write suction, station, [crosstalk 00:08:59] You know what, I'm so impressed. At the beginning of this, you guys were having a hard time reading. Now look at you're still learning it, now it's easy. [crosstalk 00:09:50]

You guys sound pretty fluent in these words. You sound like you [00:10:00] know what you're doing. Today we are going to take it a step further and break it up so you can spell them to. Let's read them first together. When I point to it, you're going to read it. Okay? Ready? I can tell you're ready because you're looking at my finger.

Class: Action, Nation, Destruction, Evolution, [inaudible 00:10:59] [crosstalk 00:10:59]

Student : Wait, you're supposed to write teacher.

Student : Can we do that first? [crosstalk 00:11:13]

Student : I have to read this page.

Student : Maybe I will be an artist. I can paint fine pictures.

Student : Spell pictures. You have to write it.

Student : P-I-R...

Student : Using a mixture. Underline.

Student : Okay, I'm done.

Student : My pictures will make people smile.

Student : Maybe I will be a firefighter. [crosstalk 00:11:46] Maybe I will work at stations.

Student : Wait, it says stations. Should it be station? [crosstalk 00:11:57]

Student : [00:12:00] All over the nation. Nation. N-A-T-I-O-N. Maybe I will be a [crosstalk 00:12:16]

Student : Just read on.

Student : Maybe I will be a ... I can make skyscrapers. [crosstalk 00:12:27] houses and many... [crosstalk 00:12:37]

Student : Locations? That's one? [crosstalk 00:12:44]

Teacher: All right. In the next group, you guys are going to view the seeds. Mix [00:14:00] them up. You're going to use these to put them where they go. Where can they go? [crosstalk 00:14:11] You can put them on any of them. [crosstalk 00:14:14] There's only one place this one can go. Do you understand? You're going to mix them up and you're going to play that game over there after you're done. [crosstalk 00:14:41] Don't look up, look at the word. Good. I really like how you sounded each sound and made the word gum. You sounded it out silently, then you said the whole word together. That's awesome. Okay, go to the next one. What's an example? What's the ending sounds? Good. Say it again. Good. There you go. [crosstalk 00:15:55] Read them to yourself like "student" is doing now. What's [00:16:00] the beginning, or the ... Not "ah" but "uh." Read it again. [crosstalk 00:16:23] You're saying JOB that was when we did the short "O" sound. You're saying ... Say the beginning sound like the "uh." Say "bug". Say "tug." Say "jug." Bug, tug, jug. They all have the "ugh" sound. [crosstalk 00:17:51]

We're going [00:18:00] to work on spelling them. What you do is just like "student" is already doing. You're going to hold it close to you and I want you to write the sound that you hear. [crosstalk 00:18:32] Again. We're just going to be working on it to. For the spelling part you're not. Can you write shun. The ending shun. Spell shun. [inaudible 00:18:55] has a problem. Okay, show me your boards. Right underneath of it, I want you to write chur. The ending chur. Nature. For this, I am going to show you "student". Can I see everyone's board? What I want you to do is divide your board in half. [00:20:00] Then I want you to re-write shun and re-write chur. You all are going to work in teams to categorize your words. Teams of three. You're going to write your spelling words where they go. They just happen to be that way. Not on purpose. First team to get done, moves their clips over. You have six minutes on the timer.

Student : Can we go now?

Teacher: Yes, but you have to work together. That means that you all have to be at the same place. You have to be helping your team. What do you have that they don't have? What is he doing that you're doing? What does that say? No, what does that say? What does that say? What I just did, is something that you could say to them as a partner. You put it in the right one. Underline [00:22:00] the chur ending. [crosstalk 00:22:04] Draw a line under each one. I want you to come up with more words that have those endings. [crosstalk 00:22:31]

