

# Develop Skills

Based on students' needs, select appropriate skills to teach.



## Vocabulary Word Study

### Noun Suffixes *-tion, -ation*

**Demonstrate:** Write the word *celebration* on the board and read the word. Circle the suffix and tell students that they can hear the /sh/ sound in the suffix, although the letters *t* and *i* stand for the sound, not *s* and *h*. Explain that the suffix gives the meaning of an act or process, as in the act of celebrating. Explain that when the suffix is added, the final *e* is dropped and *-ion* is added to the word. Write the word *information* on the board. Circle the suffix *-ation* and point out that the letter *a* is also part of the suffix in some words.

**Guide:** Have students look through the rest of the book to find other words that end with the suffix. Add the words to a chart. (*convention*, p. 6; *attention*, p. 12; *emotion*, p. 13) Have students decide whether the suffix is *-tion* or *-ation*.

**Apply:** Write the following words on the board: *starvation*, *inspiration*, *competition*, *fascination*. Have students write the root word next to each of the words on the board. Have them tell whether the suffix is *-tion* or *-ation*. Add the words to the suffix chart.

### Compound Words

**Demonstrate:** Remind students that a compound word is made up of two smaller words, and that the two smaller words can provide clues to the meaning of the compound word. Write the word *footwork* on the board. Explain that the two words that make up this compound word are *foot* and *work*. In this case, the two smaller words do provide clues about the meaning of the compound word: *footwork* is used to describe the movement of the dancer's feet, or the work that the feet do during the dance.

**Guide:** Have students look at page 9 to find another compound word. (*hardwood*) Write the word on the board and have students give a definition of the word.

**Apply:** Have students work with a partner to find other compound words in the rest of the book: *barefoot*, p. 9; *wallflower*, p. 16; *breakdancing*, p. 20; *windmill*, p. 22; *handspin*, *sixstep*, p. 22) Have the partners write the words on a sentence strip. Once they have found all the words, have them cut the words apart, mix them up and put them back together. Challenge students to write a definition for each compound word. If they do not know the definition, have them look for the word in a dictionary.



## Vocabulary Development

### Featured High-Frequency Words

*around*    *door*    *hands*  
*know*    *woman*

**Demonstrate:** Write words on index cards. Read the words to students and use them in oral sentences. Make a set of cards for each pair of students.

**Guide:** Have students read the words and use them in oral sentences.

**Apply:** Give a set of words to each pair. Have them read the word and find it in the book. Have them read the sentence the word is in. Have them take two turns for each word. Challenge them to find the words on a different page the second time around.

### Featured Content Vocabulary

*audience*    *castanet*  
*Flamenco*    *guitarist*  
*instrument*    *marionettes*  
*pulse*    *rhythmic*  
*swayed*

**Demonstrate:** Write the words on the board. Read the words and use them in oral sentences.

**Guide:** Have students read the words. Challenge them to use as many of the words as they can in one sentence. Allow them to try several sentences.

**Apply:** Have students randomly write the words on a bingo card that is a grid of three squares by three squares. Call out riddles whose answers are one of the words, for example, **This is a Spanish Dance**. Have students mark the square with a marker. The first student to fill a row across or diagonally should call out "Bingo!" Repeat the game several times.