

## Unaccented Final Syllable Sort: /ən/

### Learning Target:

I can identify the five unaccented final syllables for /ən/ (-en, -on, -ain, -an, -in), and examples of each. After this lesson, each student will be able identify when to use -en, -on, -ain, -an, and -in with 90% accuracy (9 out of 10 words given).

### Materials/Equipment:

#### Handouts/Assessments/Paperwork

Word Sort Card Set

Word List Worksheet

Exit Slip (1/2 page)

#### Quantity

1 per student

1 per student

1 per student

### Procedures:

#### Beginning:

- Tell the students, today we are learning how to identify when to use –en, -an, -on, -ain, or –in for the /ən/ unaccented final syllables.
- Ask students if they can think of any words that end in the /ən/ sound.
- Write the words on the board, underline the way that /ən/ is spelt in each word. Discuss how the different spellings have the same sound. Write those five main ending that you discussed on the board, -en, -in, -ain, -an, -on.
- Explain to the students that for the most part, these words have to be memorized, and having more exposure to working with these words will help them memorize them.

#### Middle:

- Hand out word sort (attached), the students can keep this sort to practice again another day or in their own free time.
- Demonstrate the word sort if needed. Say the categories and place the category cards up top. Use an example word for each category, say the word as you place the word into the correct category.
- Have the students complete the word sort individually.
- Hand out word list worksheet (attached), students will keep these in their binder or put in their word study notebook.
- Have the students copy their words from their word sort into the correct categories on the worksheet.

#### End:

- After all the students are done, have the students look at just the –on and –en categories.
- Ask the students if the notice any pattern/generalization for each category.
- Have the students first look at the –on category, ask them what part of speech the words in this category are. (they are nouns)
- Have the students look at the –en category. Ask them to sort this one category into three separate categories, based on the part of speech each word is. (There will be verb, adjective, and other-mostly nouns)

- Discuss as a class that **generally** –on will be on the end of nouns, and generally –en will be on the end of verbs and adjectives. It's not a rule to spelling, just a generalization. The generalization can help guide them to which /ən/ to use, but most of these words need memorized. By practicing sorting these words they will recognize how to spell them.

**Assessment:**

Pass out the exit slip (attached) for students to complete individually. The exit slip has ten questions, the students will be finishing a word by adding the correct unaccented final syllables. (There is no –an words on the exit slip on purpose, students often think because it is an option it has to be on there, the key is for them to think about how the word was spelt during the sort and when they wrote their word list.). Students with a 9 out of 10 on the exit slip will have mastered this lesson.

Pumpkin	Broken	Mitten
Rotten	Stolen	Chosen
Human	Organ	Woman
Frighten	Hidden	Dragon
Bacon	Gallon	Cotton
Mountain	Captain	Prison

Ribbon	Cousin	Bargain
Fountain	Curtain	Penguin
Cabin	Napkin	muffin
Slogan	<b>-in</b>	<b>-ain</b>
<b>-an</b>	<b>-on</b>	<b>-en</b>

Name: \_\_\_\_\_

### Exit Slip

Add -en, -ain, -in, -an, or -on to correctly complete the word

1. Brok\_\_\_\_\_

6. Gall\_\_\_\_\_

2. Pris\_\_\_\_\_

7. Cab\_\_\_\_\_

3. Pumpk\_\_\_\_\_

8. Fount\_\_\_\_\_

4. Capt\_\_\_\_\_

9. Cott\_\_\_\_\_

5. Ribb\_\_\_\_\_

10. Stol\_\_\_\_\_

Name: \_\_\_\_\_

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1. Brok\_\_\_\_\_

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7. Cab\_\_\_\_\_

3. Pumpk\_\_\_\_\_

8. Fount\_\_\_\_\_

4. Capt\_\_\_\_\_

9. Cott\_\_\_\_\_

5. Ribb\_\_\_\_\_

10. Stol\_\_\_\_\_

# Word List

Unaccented Final Syllables (-en, -on, -ain, -an, -in)

-en

Generally \_\_\_\_\_

-on

Generally \_\_\_\_\_

-in

-an

-ain