



## Targeted Teaching Topic

**Author:** Cathy Kloch  
**School:** Alliance High School

<p><b>Summary of Topic:</b></p> <p>Suffixes that indicate sensory experience, sensation, or subjective feeling. Suffixes that indicate action or movement.</p>																										
<p><b>Main Curriculum Tie:</b> Word Parts / Suffixes</p>																										
<p><b>Required Materials for Lesson:</b> Cards with terms/ suffixes listed below.</p>																										
<p><b>Background for Teacher:</b> After introducing the suffixes listed below, use them in a game of charades to help students commit them to memory.</p>																										
<p><b>Student Prior Knowledge:</b> Exposure to the following suffixes for sensory experience and movement.</p>																										
<p><b>Intended Learning Outcome:</b> Students will identify the suffixes related to sensory experience and movement.</p>																										
<p><b>Instructional Procedure:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">acusia – hearing</td> <td style="padding: 2px;">clasis – to break</td> <td style="padding: 2px;">phasia – speech</td> </tr> <tr> <td style="padding: 2px;">algnesia - pain</td> <td style="padding: 2px;">ectasis – dilation</td> <td style="padding: 2px;">rrhage – bursting forth</td> </tr> <tr> <td style="padding: 2px;">dipsia – thirst</td> <td style="padding: 2px;">emesis – vomiting</td> <td style="padding: 2px;">rrhea – flow</td> </tr> <tr> <td style="padding: 2px;">esthesia – sensation</td> <td style="padding: 2px;">genesis – creating</td> <td style="padding: 2px;">rrhexis – rupture</td> </tr> <tr> <td style="padding: 2px;">opia – vision, view of</td> <td style="padding: 2px;">kinesis – movement</td> <td style="padding: 2px;">spasm – sudden involuntary contraction</td> </tr> <tr> <td style="padding: 2px;">osmia – smell, odor</td> <td style="padding: 2px;">lysis – destruction</td> <td style="padding: 2px;">uresis - urination</td> </tr> <tr> <td style="padding: 2px;">phobia – fear</td> <td style="padding: 2px;">pause – cessation</td> <td></td> </tr> <tr> <td style="padding: 2px;">phoria - feeling</td> <td style="padding: 2px;">phage - eating</td> <td></td> </tr> </table>			acusia – hearing	clasis – to break	phasia – speech	algnesia - pain	ectasis – dilation	rrhage – bursting forth	dipsia – thirst	emesis – vomiting	rrhea – flow	esthesia – sensation	genesis – creating	rrhexis – rupture	opia – vision, view of	kinesis – movement	spasm – sudden involuntary contraction	osmia – smell, odor	lysis – destruction	uresis - urination	phobia – fear	pause – cessation		phoria - feeling	phage - eating	
acusia – hearing	clasis – to break	phasia – speech																								
algnesia - pain	ectasis – dilation	rrhage – bursting forth																								
dipsia – thirst	emesis – vomiting	rrhea – flow																								
esthesia – sensation	genesis – creating	rrhexis – rupture																								
opia – vision, view of	kinesis – movement	spasm – sudden involuntary contraction																								
osmia – smell, odor	lysis – destruction	uresis - urination																								
phobia – fear	pause – cessation																									
phoria - feeling	phage - eating																									
<p><b>How to Measure Outcome:</b> Watch students and take note of any suffixes that students can't guess. Play again after students have more exposure to the suffixes. The ability to identify suffixes should increase.</p>																										