Words at Work

Trace how word endings change meaning and grammar in a school project.

9-10.L.4.b "Use morphology to indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle related words in at least three word families in the passage. Underline the parts that change to show how each form's meaning or part of speech changes.

A Garden Before the Bus Stop

1 After a summer storm, water once raced across the cracked pavement beside Westview High and flooded the bus stop. Students proposed a rain garden between the parking lot and the sidewalk. They removed pavement, loosened the soil, and planted native grasses. The soil can absorb some runoff, while roots help keep the ground open to water. This absorption matters most during heavy rain, when water arrives faster than the old pavement could drain it. An absorbent layer of mulch slows the flow, giving water more time to soak into the garden.

2 Before digging, the class tested the ground with buckets of water. A patch of compacted soil barely let water pass, so students mixed in compost and loosened the earth. Their goal was not to filter every pollutant out of the runoff. Still, the garden's soil and plant roots can support some filtration as water moves through them. Now student volunteers collect fallen leaves for mulch, and these collectors keep a photo collection that records the work. The pictures help them notice where water gathers after each storm.

3 On opening day, a sudden shower gave the garden its first real test. Water pooled among the grasses instead of rushing straight toward the bus stop. The garden could not protect the sidewalk from every flood, especially if a storm overwhelmed the soil. But its protection was visible that afternoon: people waiting for the bus stood on dry concrete. Later, students added a protective border of stones to keep feet off the young plants. They posted photos after each storm so neighbors could see both the garden's benefits and its limits.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, how do absorb, absorption, and absorbent differ in part of speech and meaning?

2. In paragraph 2, how does the meaning and part of speech change from filter to filtration?

3. In paragraph 2, what does the ending -or mean in collectors? Who are the collectors?

4. In paragraph 3, what do protection and protective mean? Identify each word's part of speech.

3 YOUR TURN

Your own words

Choose a school project other than the rain garden. Write four sentences using three forms of one base word: a verb, a noun, and an adjective. Make each form's meaning clear through context.

Words at Work

PART 1 · READ AND MARK

Circle related words in at least three word families in the passage. Underline the parts that change to show how each form's meaning or part of speech changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, how do absorb, absorption, and absorbent differ in part of speech and meaning?	**Absorb is a verb meaning to take in water. Absorption is a noun naming that process. Absorbent is an adjective describing mulch that can take in water.**
2	In paragraph 2, how does the meaning and part of speech change from filter to filtration?	**Filter is a verb meaning to remove some material as water passes through. Filtration is a noun naming that process.**
3	In paragraph 2, what does the ending -or mean in collectors? Who are the collectors?	**The ending -or identifies people who do the action. The collectors are the student volunteers who gather fallen leaves.**
4	In paragraph 3, what do protection and protective mean? Identify each word's part of speech.	**Protection is a noun naming the act or result of keeping the sidewalk safer from flooding. Protective is an adjective describing a stone border that helps keep feet off the plants.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our art club will create a mural for the library. The creation will show students reading in different languages. A creative border of painted bookmarks will frame the scene. Visitors can suggest details before we paint.

Accept equivalent explanations that correctly identify each word's meaning and part of speech in context. In Part 3, check that all three forms share a base and function as a verb, noun, and adjective.