Complete 5th grade spelling and vocabulary program

Standards: ELA5CCL1, ELA5CCL4, ELA5CCL5, ELA5CCL6

Over 120 pages of research based strategies to address all spelling and vocabulary 5th grade standards

Includes Weekly spelling lists, assessments, plans, resources, activities, lesson plans, organizers, and more

Complete Common Core Aligned Program

CHECK OUT MY 1ST QUARTER PROGRAM
This is a 5th grade spelling and vocabulary unit. It contains spelling and vocabulary lists and activities related to Common Core Standards. This unit is for the 2nd quarter. Standards related with this unit are:

**ELACC5L1:** Spells grade appropriate words correctly, consulting references as needed.

**ELACC5L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesaursuses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**ELACC5L5:** Determine understanding of figurative language, word relationships, and nuances in word meanings.

b. Use the relationship between particular words (synonyms, homographs, antonyms) to better understand each of the words.

**ELACC5L6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships.

Each week contains a spelling and vocabulary list, a week’s worth of plans, resources for each vocabulary skill and spelling word being taught, anchor charts, and homework assignments. It is all that you need for a complete spelling and vocabulary program on a 5th grade level.

*All spelling is taught with patterns: The only research based way that students will comprehend how to spell and retain spelling words.*

*All vocabulary is used based on 5th grade standards and skills as well as 5th grade EDL vocabulary.*

*ASSESSMENTS INCLUDED FOR SPELLING/VOCABULARY EVERY WEEK*

*CHECK OUT THE PREVIEW: IT PROVIDES A FULL WEEK INTO WHAT ONE OF THE LESSON PLANS LOOKS LIKE. Complete with a spelling list and activities.*

Please check out this link for first quarter:

http://www.teacherspayteachers.com/Product/5th-Grade-Spelling-and-Vocabulary-Common-Core-Complete-Program-778868
Week Nine
Activities and Resource Pages

Included:
Page 1: Spelling List Nine

Pages 2-4: M-F Plans

Page 5: Root Word Anchor Chart (Monday)

Page 6: Vocabulary Organizer (Monday)

Page 7: Vocabulary Story/Questions (Tuesday)

Pages 8-11: Synonym Puzzles (Tuesday)

Page 12: Prefix Webs Organizer (Wednesday)

Pages 13-14: Spelling and Vocabulary Assessment for Week Nine (Friday)
Integrated Spelling and Vocabulary
Week Nine

Rule: Prefixes: in-, im-, mis, and il-
Prefix: The part added to the beginning of the base word. It can change the meaning or part of speech of the word.

1. inactive 9. impossible
2. incorrect 10. misspell
3. inconsiderate 11. misuse
4. inaction 12. misinterpret
5. inconsistent 13. misguide
6. impatient 14. misconduct
7. improper 15. illegal
8. impolite 16. illegible

in-: not il-not
im-: not mis- wrong, bad

Name 5 More words using il-

Name 5 More Words using mis-

Vocabulary
1. Poverty n. The state of being poor
2. Instruct v. Direct or command someone to do something
3. Autograph n. A signature
4. Indignant adj. Feeling or showing anger or annoyance at unfair treatment
5. Confidence n. Trust; The feeling that you can fully rely on something
6. Inventor n. A person who invented a process or a device
Monday:

**Spelling:** Review prefixes and root words. Refer back to the anchor chart from 1st quarter list. (Included in this pack).

Go over the words in the spelling list. Discuss the prefix that has been added to the words. Discuss the meaning of the prefixes and how the prefix changes the meaning of the word. Then, fill in the chart showing the pattern using the prefixes that is on the list.

**Vocabulary:** Go over the vocabulary words. Discuss the meaning of each word. Have students give examples and use in sentences. Then, have students complete the vocabulary graphic organizer on one of the vocabulary words.

**Homework:** Write spelling words 5x each; Write a sentence using each vocabulary word.
Week Nine
Spelling and Vocabulary Activities
Teacher Guide

Tuesday:
Spelling: Review prefixes, suffixes, and root words.

Vocabulary: Review synonyms with students. Look at vocabulary words. Discuss synonyms for the different words. Complete Synonym Puzzle activities with partners or groups.

Homework: Write each spelling word. Have students underline the base word and circle the suffix. Then, choose 8 words to write in a sentence.
Vocabulary: Complete the story and activities.

Wednesday:
Review Prefixes. Complete the prefix webs organizer using the prefixes from the spelling list this week.

Homework:
Spelling: Write Spelling words in ABC Order.
Vocabulary: Write your own short paragraph using at least 3 of your vocabulary words.
Thursday: Review synonyms and Prefixes with class. Discuss synonyms of vocabulary words.

Homework: Study spelling pattern/context clues for assessment.
Vocabulary: Review vocabulary words.

Friday:
Spelling and Vocabulary Assessment.
Roots- Help us find meaning of words. It is part of a word that carries meaning.

**Base Word:** A Word in its simplest form: The Main part of the word (Root)

**Prefix:** Part of the word added to the beginning of a base word. Changes the meaning.

**Suffix:** Part of the word added to the end of a base word. Changes the meaning.

Examples:

**Rewrite:** The base word is write. The prefix comes before, so the prefix is Re. Adding the prefix changes the meaning of the word. Re means to write again, so rewrite means to write the word again.

**Sickness:** The base word is sick. The suffix comes after, so the suffix is ness. Adding the suffix changes the meaning of the word. Ness means being, so sickness means a state of being sick.
Read the vocabulary story below. Complete the activities after reading the story.

I am so indignant! I cannot believe what has happened to me. To think that I actually had confidence in my best friend to give credit where credit is due. Boy was I wrong. Our teacher instructed us to submit an invention for our 5th grade science fair. Sheila, my best friend in the world, was someone that I thought I could trust. So, I decided to show her this invention that I made for our fair. I was so thrilled, because I just knew I was going to become a famous inventor after submitting this idea! I had everything ready. However, when I walked into school, Sheila had completed the same exact invention and brought hers into school first! I was as shocked as an electric eel! I was as mad as a hornet! I was an angry crab ready to pinch! But there was nothing I could do. I would continue to grow up in poverty, while Sheila would be wealthy, signing autographs all day. Wait! I have an idea to show everyone that the idea was mine all along!

Activities:

1. Circle all of the vocabulary words.

2. What context clues help you determine the meaning of the word confidence?

3. What is a synonym for the word instruct?

4. There are 2 examples of similes and an example of a metaphor in the story. Name 1 simile: __________________________ What was the metaphor? _____________________

5. Which vocabulary word fits into the sentence below?

I had full ______________ that I could win the race after training hard all summer.

6. Divide autograph into syllables.
Synonym Puzzles

Directions: Print the following puzzles on card stock. Cut into puzzles. Mix the cards and have students make puzzles connecting three different words that are synonyms.

Giggle        Chuckle        Laugh
Ambled        Hiked          Marched
Looking       Stalking       Searching
Glad          Gratified       Elated
Synonym Puzzles

Directions: Print the following puzzles on card stock. Cut into puzzles. Mix the cards and have students make puzzles connecting three different words that are synonyms.

- Draw
- Sketch
- Trace

- Decrease
- Lessen
- Decline

- Perfect
- Accurate
- Correct

- Mend
- Repair
- Fix
Directions: Print the following puzzles on card stock. Cut into puzzles. Mix the cards and have students make puzzles connecting three different words that are synonyms.

Gaze - Observe - Look

Yell - Scream - Shout

Kind - Gentle - Caring

Quiet - Peaceful - Calm
Synonym Puzzles Recording Sheet

Directions: The words in each of the puzzles are all synonyms. However, some express a greater degree. Put the synonyms in order from the least expressive to the most expressive. Choose one word to write a sentence.

<table>
<thead>
<tr>
<th>Ex:</th>
<th>Gratified</th>
<th>Elated</th>
<th>I was elated to see that I made an “A” on the test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Place a prefix in the middle circle. Add words that use the prefix to change their base word meaning.
Spelling/Vocabulary Assessment

Circle the words that are spelled correctly.

1. ilegible illegable illegible illeegible
2. misspell mispell misespell misspel
3. inpolite impolit inplolit impolite
4. inproper improper impropeer inpropr
5. misguide missguide misguid misgyde
6. imaction inacshun inaction inaktion
7. incorrect incorrect incorret incorrect
8. ilegal illegal illegul illeagal

Circle the misspelled word in the sentences below. Spell it correctly.

1. It was inconvenet for me to pick up Ralph from school.
   __________

2. Sometimes I am inpatient as I am waiting for the school but to arrive in the mornings. _____________

3. It was inconsiderate of Lee to missuse his new calculator.
   ____________

4. It was inpossible to make a good grade on the difficult science test. _______________
Spelling/Vocabulary Assessment

In the following group of words, circle the one that is not a synonym for the others.

1. happy    thrilled    sad    excited
2. fearful   bold      brave    fearless
3. swift     stern     fast     rapid
4. gaze      observe   look     pitch
5. eat       chew      dine     starve
6. health    illness   sickness disease
7. hop       jump      tardy    leap
8. rip       ripe      tear     split

Write the vocabulary word that means...

1. signature ______________
2. trust; fully rely on someone or something ______________
3. someone who has invented something ______________
4. state of being poor ______________
5. showing anger or annoyance at unfair treatment ______________
6. direct someone to do something ______________

Word Bank
inventor, indignant, autograph, instruct, confidence, poverty
Week Ten
Activities and Resource Pages

Included:
Page 1: Spelling List Ten

Pages 2-4: M-F Plans

Page 5: Vocabulary Organizer (Monday)

Page 6: Complete suffix graphic organizer (Tuesday)

Page 7: Vocabulary Story w/Questions (Tuesday)

Pages 8-12: Synonym Task Cards (Thursday)

Page 13: Vocabulary Graphic Organizer (Thursday)

Pages 14-15: Spelling/Vocabulary Assessment (Friday)
Integrated Spelling and Vocabulary
Week Ten

Rule: Suffixes: -ness and -ly

Suffix: The part added to the end of the base word. It can change the meaning or part of speech of the word.

1. kindness
2. darkness
3. awareness
4. forgiveness
5. sadness
6. weakness
7. scariness
8. happiness
9. honestly
10. definitely
11. friendly
12. exactly
13. angrily
14. happily
15. speedily
16. guiltily

-ly: in what manner
-ness: state or quality (turns the word into a noun)

Name 5 More words using -ly
____________________
____________________
____________________
____________________
____________________

Name 5 More Words using -ness
____________________
____________________
____________________
____________________

Hint: when adding the suffix -ly, if the word ends in a y, drop the y and add -ily to the word.

Vocabulary
1. entirely- adv. completely
2. kindness- n. the quality of being friendly and considerate
3. properly- adv. correctly
4. sincerely- adv. in a sincere or genuine way
5. sickness- n. the state of being ill
6. recently- adv. at a recent time; not long ago
Monday:

**Spelling:** Review base words, suffixes, and prefixes. Discuss suffixes in more detail. Go over the spelling list for this week. Discuss the pattern that is provided with the two prefixes and discuss how the prefixes change the words meaning. Fill in the chart on the list of more words using the prefixes un and dis.

**Vocabulary:** Go over the vocabulary words. Discuss the meaning of each word. Have students give examples and use in sentences. Then, have students complete the vocabulary graphic organizer on one of the vocabulary words. Compare the vocabulary and the spelling words.

**Homework:** Write spelling words 5x each; Write a sentence using each vocabulary word.
Week Ten
Spelling and Vocabulary Activities
Teacher Guide

Tuesday:

Spelling: Review prefixes, suffixes, and root words.
Complete the graphic organizer included. Directions for the organizer:
Students will choose 2 suffixes. They will write the suffix, a word that uses the suffix, an illustration of the word, and a sentence that uses the word.

Vocabulary: Review antonyms with students. Have them tell you what an antonym is. Have students remember that antonyms are words that have different or opposite meanings.
Discuss antonyms for vocabulary the vocabulary words for this week.

Homework: Write each spelling word in a sentence.
Vocabulary: Complete the story and activities.

Wednesday:

Complete antonym task cards as a SCOOT activity or in small groups/partners.

Homework: Write each spelling word in ABC order.
Vocabulary: Write an antonym for each of your vocabulary words. You may use a dictionary or thesaurus if necessary.
Thursday:

Review spelling and vocabulary words to get ready for test tomorrow. Review antonyms and suffixes.

Homework: Study spelling pattern/suffixes/antonyms for assessment.
Vocabulary: Complete graphic organizer using 1 of your vocabulary words.

Friday:

Spelling and Vocabulary Assessment.
Directions: Complete the organizer using the suffixes -ly and -ness.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word</th>
<th>Picture</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word</th>
<th>Picture</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Dr. Willis,

I recently read your article on how to care for certain animals when they have a sickness. It was very interesting and I have learned now how to properly care for my kitten when she is sick. I did not know that some people do not always treat their animals with kindness until after I read your article. It made me as mad as a hornet to know that people could be cruel to animals. I was entirely unaware of this, and I appreciate you allowing others to be aware of situations such as the one you described in your article. Your article, titled caring for animals, was so interesting and informative that I wrote a report on it for my class. Thank you for your time and for your expertise on this subject.

Sincerely,

Colton Kemp

Activities:

1. Circle all of the vocabulary words.

2. What is an antonym for the word kindness?

3. What simile is shown in the letter above?

4. Divide absorb into syllables.

5. Which vocabulary word fits into the sentence below?

   I had to _____________ was the dishes before mom would let me go outside and play.

6. The story above shows that the article is titled, caring for animals. Write this article title correctly.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The lion in the story was very timid.</td>
<td>2. What was your response to the teacher?</td>
<td></td>
</tr>
<tr>
<td>a. shy</td>
<td>a. answer</td>
<td></td>
</tr>
<tr>
<td>b. courageous</td>
<td>b. joke</td>
<td></td>
</tr>
<tr>
<td>c. careful</td>
<td>c. question</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The hurricane in the Gulf of Mexico was a gentle storm.</td>
<td>4. The clear glass bottle once held medicine used during Colonial times.</td>
<td></td>
</tr>
<tr>
<td>a. kind</td>
<td>a. opaque</td>
<td></td>
</tr>
<tr>
<td>b. huge</td>
<td>b. brown</td>
<td></td>
</tr>
<tr>
<td>c. violent</td>
<td>c. clean</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. John is very vain about his acting accomplishments.</td>
<td>6. The ambulance paramedics leisurely worked at the car accident.</td>
<td></td>
</tr>
<tr>
<td>a. happy</td>
<td>a. urgently</td>
<td></td>
</tr>
<tr>
<td>b. excited</td>
<td>b. carefully</td>
<td></td>
</tr>
<tr>
<td>c. modest</td>
<td>c. slowly</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Addy carelessly put all the books on the shelf.</td>
<td>8. Akasha collected the food in the dog’s pen.</td>
<td></td>
</tr>
<tr>
<td>a. carefully</td>
<td>a. planted</td>
<td></td>
</tr>
<tr>
<td>b. quickly</td>
<td>b. scattered</td>
<td></td>
</tr>
<tr>
<td>c. swiftly</td>
<td>c. watered</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The photographer asked the children to <strong>grimace</strong> for the camera.</td>
<td>10.</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>a.</td>
<td>smile</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>frowned</td>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
<td>scowl</td>
<td>c.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11.</th>
<th>The <strong>ferocious</strong> dog went to sleep.</th>
<th>12.</th>
<th>Who understands how to answer the <strong>difficult</strong> math question?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>mean</td>
<td>a.</td>
<td>hard</td>
</tr>
<tr>
<td>b.</td>
<td>angry</td>
<td>b.</td>
<td>funny</td>
</tr>
<tr>
<td>c.</td>
<td>calm</td>
<td>c.</td>
<td>simple</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>happily</td>
<td>a.</td>
<td>laughingly</td>
</tr>
<tr>
<td>b.</td>
<td>sullenly</td>
<td>b.</td>
<td>suddenly</td>
</tr>
<tr>
<td>c.</td>
<td>quickly</td>
<td>c.</td>
<td>sullenly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15.</th>
<th>The girls were very <strong>friendly</strong> when we first met them.</th>
<th>16.</th>
<th>My mother always tells me to wear <strong>foolish</strong> shoes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>helpful</td>
<td>a.</td>
<td>new</td>
</tr>
<tr>
<td>b.</td>
<td>closely</td>
<td>b.</td>
<td>white</td>
</tr>
<tr>
<td>c.</td>
<td>rude</td>
<td>c.</td>
<td>sensible</td>
</tr>
</tbody>
</table>
17. Tread carefully as you walk by the **wet** swimming pool.
   a. dry  
   b. damp  
   c. cold

18. Ray **casually** picked out what to wear to the important banquet.
   a. quickly  
   b. carefully  
   c. yesterday

19. Henry likes to **pitch** the baseball.
   a. throw  
   b. catch  
   c. toss

20. Linda was very **clumsy** during her gymnastics routine.
   a. agile  
   b. awkward  
   c. happy

21. The **swift** fox ran through the forest.
   a. Slow  
   b. Ferocious  
   c. Quick

22. The model had an **ordinary** appearance.
   a. plain  
   b. striking  
   c. careful

23. The rabbit was very **calm** when the cat ran toward her.
   a. quiet  
   b. happy  
   c. agitated

24. The team looked **dismal** as it eagerly waited for the results of the replay.
   a. sad  
   b. hopeful  
   c. angry
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
<tr>
<td>13.</td>
<td>14.</td>
<td>15.</td>
<td>16.</td>
</tr>
<tr>
<td>17.</td>
<td>18.</td>
<td>19.</td>
<td>20.</td>
</tr>
<tr>
<td>21.</td>
<td>22.</td>
<td>23.</td>
<td>24.</td>
</tr>
</tbody>
</table>

Name__________________

Antonym Task Cards Recording Sheet
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B. courageous</td>
<td>2.</td>
<td>C. question</td>
</tr>
<tr>
<td>3.</td>
<td>C. violent</td>
<td>4.</td>
<td>B. brown</td>
</tr>
<tr>
<td>5.</td>
<td>C. modest</td>
<td>6.</td>
<td>A. urgently</td>
</tr>
<tr>
<td>7.</td>
<td>A. carefully</td>
<td>8.</td>
<td>B. scattered</td>
</tr>
<tr>
<td>9.</td>
<td>A. smile</td>
<td>10.</td>
<td>B. strange</td>
</tr>
<tr>
<td>11.</td>
<td>C. calm</td>
<td>12.</td>
<td>C. simple</td>
</tr>
<tr>
<td>13.</td>
<td>A. happily</td>
<td>14.</td>
<td>C. sullenly</td>
</tr>
<tr>
<td>15.</td>
<td>C. rude</td>
<td>16.</td>
<td>C. sensible</td>
</tr>
<tr>
<td>17.</td>
<td>A. dry</td>
<td>18.</td>
<td>B. carefully</td>
</tr>
<tr>
<td>19.</td>
<td>B. catch</td>
<td>20.</td>
<td>A. agile</td>
</tr>
<tr>
<td>21.</td>
<td>A. slow</td>
<td>22.</td>
<td>B. striking</td>
</tr>
<tr>
<td>23.</td>
<td>C. agitated</td>
<td>24.</td>
<td>B. hopeful</td>
</tr>
</tbody>
</table>
Spelling/Vocabulary Assessment

Write the spelling words correctly on the lines provided below:

1. ____________________  9. ____________________
2. ____________________  10. ____________________
3. ____________________  11. ____________________
4. ____________________  12. ____________________
5. ____________________  13. ____________________
6. ____________________  14. ____________________
7. ____________________  15. ____________________
8. ____________________  16. ____________________

Apply the rules for adding either -ly or -ness to the base words below. Fill them in correctly on the chart. (Choose either -ly or -ness to add to the base word)

<table>
<thead>
<tr>
<th>Root Word</th>
<th>-ly/-ness</th>
<th>New word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guilty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quick</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add the suffix -ly to three words. Write a rule about how to use it:
__________________________  ___________  ______________
Rule:__________________________  __________________________
Directions: Find the correct antonym in the word bank for each word below and write it on the line.

narrow  messy  full  over  sad  last  sell  fiction
rough  rested  shiny  short  front  cruel  wealthy

1. smooth ____________________  2. fact ____________________
3. clean ____________________  4. poor ____________________
5. empty ____________________  6. kind ____________________
7. tired ____________________  8. wide ____________________
9. under ____________________  10. happy ____________________
11. first ____________________  12. back ____________________
13. buy ____________________  14. dull ____________________

Choose 2 antonyms to use in a sentence to show your understanding.
Example: My room is so messy. I wish it was as clean as my sister’s room!

1. ____________________________________________________________
2. ____________________________________________________________

Write the vocabulary word that means...

Word Bank
kindness, properly, sincerely, sickness, recently, entirely

1. completely ________________
2. the state of being ill ________________
3. correctly ________________
4. at a recent time; not long ago ________________
5. the quality of being friendly or considerate ________________
6. in a sincere or genuine way ________________
Week Eleven
Activities and Resource Pages

Included:

**Page 1:** Spelling List Eleven

**Pages 2-4:** M-F Plans

**Page 5:** Vocabulary Organizer (Monday)

**Page 6:** Searching for Context Clues Organizer (Tuesday)

**Page 7:** Vocabulary Story and Question (Tuesday)

**Page 8:** Spelling patterns homework (Wednesday)

**Pages 9-12:** Context Clues Task Cards (Thursday)

**Pages 13-14:** Spelling/Vocabulary Assessment (Friday)
Integrated Spelling and Vocabulary
Week Eleven

Rule: **ei** and **ie**
The vowel letters e and i can be combined in 2 ways: **ie** and **ei**. Usually, **ei** has the long a sound. Usually, **ie** has the long e sound.

1. weigh
2. neighbor
3. sleigh
4. eight
5. reign
6. freight
7. deceive
8. receive
9. field
10. friend
11. grief
12. piece
13. pier
14. yield
15. believe
16. thief

**Name 5 More words using ie**

**Name 5 More Words using ei**

Rule: Generally, **i** is before **e**, except after **c** or when sounded like a as in neighbor and weigh.

**Vocabulary**

1. obedient- adj. complying with orders or requests
2. construct- v. to make
3. subtraction- n. the process of taking one amount away from another
4. synonym- n. a word that means exactly or nearly the same as another word
5. oppose- v. to disapprove
6. poisonous- adj. toxic; causing death or illness if taken into the body
7. stubborn- adj. showing determination not to change one’s position on something; headstrong; willful
Week Eleven
Spelling and Vocabulary Activities
Teacher Guide

Monday:

Spelling: Go over the spelling list for this week. Discuss the pattern that is provided in each of the spelling words. Notice the spelling and the sounds in the patterns of words with ie and ei. Discuss the exceptions to the rule as you are going over the list such as friend, mischief, seize, weird, either, neither, leisure, fierce.

Vocabulary: Go over the vocabulary words. Discuss the meaning of each word. Have students give examples and use in sentences. Then, have students complete the vocabulary graphic organizer on one of the vocabulary words. When discussing the meaning of each word, review what students should do if they come to a word while reading that they don’t know the meaning. (Context Clues)

Homework: Write spelling words 5x each; Write a sentence using each vocabulary word.
Week Eleven
Spelling and Vocabulary Activities
Teacher Guide

Tuesday:
**Spelling:** Review spelling words and patterns.

**Vocabulary:** Review context clues with students. Have students tell you how to use context clues while reading.
Write the following sentences on the board:
*He was so *famished* after the soccer game that he ate all of his food at dinner!*
*We had to *terminate* the soccer game because we couldn’t play in the terrible storm.*
*The park is a wild animal *sanctuary*, so no hunting is allowed. In this safe, protected place, the birds and deer have lost their fear of people.*
*The crew members must work together to accomplish their *mission* and keep the crew safe.*

Then, complete the graphic organizer using these sentences. Students will write the word on the handle, the clues to how they found the definition, and the definition using the context clues on the folder.

**Homework:** Write each spelling word in a sentence.
Vocabulary: Complete the story and activities.

Wednesday:
Review context clues and spelling patterns with students.

**Homework:**
Spelling: Complete spelling worksheet using the spelling patterns.
Vocabulary: Write a synonym and an antonym for each of your vocabulary words. You may use a dictionary or thesaurus if necessary.
Thursday:

Activity: Review Context Clues and how to use context clues to determine a word’s meaning.
Complete the context clues task cards.
Directions: Students will read the cards. On their answer sheet, students will circle the correct answer to the meaning of the underlined words on the task cards.

Homework: Write all words using in triangle words.
Vocabulary: Study vocabulary words.

Friday:
Spelling and Vocabulary Assessment.
<table>
<thead>
<tr>
<th>Definition:</th>
<th>Synonyms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence:</td>
<td>Antonyms:</td>
</tr>
<tr>
<td>Picture:</td>
<td>Prefixes/Suffixes:</td>
</tr>
<tr>
<td></td>
<td>Homographs/Homophones:</td>
</tr>
</tbody>
</table>
Searching for Context Clues

Word: _________________________

Clues

Definition

Word: _________________________

Clues

Definition

Word: _________________________

Clues

Definition

Word: _________________________

Clues

Definition
Read the vocabulary story below. Complete the activities after reading the story.

“I don’t know why my teacher always says that I am stubborn,” I pondered. I really was opposed to completing the synonym worksheet. Who would want to do that? We had to look up synonyms for all of our vocabulary words in the thesaurus. I told Mrs. Willis I didn’t want to do it! After she asked me over and over, I finally told her I would, but I was going to use the thesaurus on the computer. She actually said, “Alright, Jeremy. But, you are as stubborn as a mule!” Then, last week Mrs. Willis actually wanted us to construct our own subtraction word problems! Now I don’t mind subtraction problems, but making up our own! Mrs. Willis was a general when it came to school. I held my paper away from me like it was a poisonous snake. However, I finally decided to be obedient and complete the assignment. I hate to admit it, but maybe I can see why Mrs. Willis thought I was a little stubborn!

Activities:

1. Circle all of the vocabulary words.

2. Write an antonym for the word subtraction. Why is this an antonym?


4. Divide poisonous into syllables.

5. Which vocabulary word fits into the sentence below?

   Janie’s mom told her to stay away from the ____________ cleaning products so she would not get sick.

6. Name a time when you have been stubborn.

7. There is an example of a simile and a metaphor in the story. What is the simile? What is the metaphor?
Spelling Patterns: ie, ei

Write your spelling words in the correct categories.

ie- long e sound (7)  ei- long a sound (6)  ei- long e sound (2)
_____________  _______________  _______________
_____________  _______________  _______________
_____________  _______________  _______________
_____________  _______________  _______________
_____________  _______________  _______________
_____________  _______________  _______________
_____________  _______________  _______________

Write a rhyming word for each word below. Notice the spelling

receive  _______________________
end  _______________________
way  _______________________
leave  _______________________
thief  _______________________

Write a sentence with the following words:

1. weigh __________________________________________________
2. grief __________________________________________________
3. believe __________________________________________________
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>The <strong>diagram</strong> in the book shows a picture of a tree with all of its parts labeled.</td>
<td><strong>2.</strong></td>
<td>Volante will <strong>succeed</strong> in her dream to go to college because she works hard and gets good grades.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Since the <strong>value</strong> of the coupon was 15% off, we got a great discount.</td>
<td><strong>4.</strong></td>
<td>When Qua got in trouble, his teacher <strong>denied</strong> him of his recess time.</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>We used a truck to <strong>haul</strong> all the trash to the dump.</td>
<td><strong>6.</strong></td>
<td>Tytionna won the spelling bee and now she likes to <strong>boast</strong> that she's the best speller in school.</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>I was outside during the rainstorm and now my clothes are <strong>drenched</strong> and dripping with water.</td>
<td><strong>8.</strong></td>
<td>Colton wanted to <strong>roam</strong> around the park and look at trees and flowers, since he didn't have any plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong> The car stopped so the <strong>pedestrian</strong> could cross the street.</td>
<td><strong>10.</strong> We painted the <strong>exterior</strong> of our house with paint that protects it from wind and rain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong> Amber was <strong>shivering</strong> this morning because she forgot to wear her jacket.</td>
<td><strong>12.</strong> Many families live in <strong>poverty</strong> and don’t have enough food to eat or a safe home to live in.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>13.</strong> My dress had a small hole, and I need to <strong>mend</strong> it so that I can wear it to the party.</td>
<td><strong>14.</strong> Renauta didn’t get enough sleep last night, so she was <strong>drowsy</strong> all day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15.</strong> <strong>Aim</strong> for the middle circle on the dartboard and try to hit it with the dart.</td>
<td><strong>16.</strong> The old cat is <strong>feeble</strong> and unable to walk or play much anymore.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>a. a plant or flower</td>
<td>b. the cover of a book</td>
<td>c. a drawing that has information about something</td>
</tr>
<tr>
<td>2.</td>
<td>a. to challenge someone</td>
<td>b. to accomplish a goal</td>
<td>c. to change your mind about something</td>
</tr>
<tr>
<td>3.</td>
<td>a. to get a discount</td>
<td>b. to pay for something using a check</td>
<td>c. the worth of something</td>
</tr>
<tr>
<td>4.</td>
<td>a. to give someone something</td>
<td>b. to say yes to something</td>
<td>c. to say no to something</td>
</tr>
<tr>
<td>5.</td>
<td>a. the person who drives a truck</td>
<td>b. to carry</td>
<td>c. a place to take unwanted things</td>
</tr>
<tr>
<td>6.</td>
<td>a. to yell loudly</td>
<td>b. a person who likes boats</td>
<td>c. to speak too proudly about yourself</td>
</tr>
<tr>
<td>7.</td>
<td>a. to be rainy for many days</td>
<td>b. to have many holes</td>
<td>c. very wet</td>
</tr>
<tr>
<td>8.</td>
<td>a. to wander</td>
<td>b. to run very fast</td>
<td>c. to hurry</td>
</tr>
<tr>
<td>9.</td>
<td>a. to fix a car</td>
<td>b. a stop light</td>
<td>c. a person who is walking</td>
</tr>
<tr>
<td>10.</td>
<td>a. the inside</td>
<td>b. the outside</td>
<td>c. a yard or lawn</td>
</tr>
<tr>
<td>11.</td>
<td>a. shaking from being cold</td>
<td>b. to be late for school</td>
<td>c. to be upset</td>
</tr>
<tr>
<td>12.</td>
<td>a. to be very happy</td>
<td>b. the state of being poor</td>
<td>c. a bowl for plants</td>
</tr>
<tr>
<td>13.</td>
<td>a. to buy something new</td>
<td>b. to fix</td>
<td>c. a special event</td>
</tr>
<tr>
<td>14.</td>
<td>a. sleepy</td>
<td>b. awake</td>
<td>c. unable to swim</td>
</tr>
<tr>
<td>15.</td>
<td>a. to point toward a target</td>
<td>b. to throw something very fast</td>
<td>c. to be on a team</td>
</tr>
<tr>
<td>16.</td>
<td>a. a pet</td>
<td>b. active</td>
<td>c. weak</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>a. a plant or flower</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. the cover of a book</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. a drawing that has information about something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>a. to challenge someone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to accomplish a goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. to change your mind about something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>a. to get a discount</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to pay for something using a check</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. the worth of something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>a. to give someone something</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to say yes to something</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. to say no to something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>a. the person who drives a truck</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to carry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. a place to take unwanted things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>a. to yell loudly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. a person who likes boats</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. to speak too proudly about yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>a. to be rainy for many days</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to have many holes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. very wet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>a. to wander</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to run very fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. to hurry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>a. to fix a car</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. a stop light</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. a person who is walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>a. the inside</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. the outside</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. a yard or lawn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>a. shaking from being cold</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to be late for school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. to be upset</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>a. to be very happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. the state of being poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. a bowl for plants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>a. to buy something new</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to fix</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. a special event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>a. sleepy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. awake</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. unable to swim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>a. to point toward a target</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. to throw something very fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. to be on a team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>a. a pet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. active</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. weak</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spelling/Vocabulary Assessment

Ten of your spelling words are spelled incorrectly in the paragraph below. Circle the misspelled words. Write them correctly on the lines below.

Jamal was going to save the day. He felt so sorry for his neighbor, Mrs. Lisa, who was full of grief. Just last week, someone broke into her house and stole two televisions, ate necklaces, 1 diamond ring, and even her brand new vacuum cleaner. The televisions must weigh a ton together, so there is no telling how they carried them out. Jamal thought it was heartless for someone to deceive poor Mrs. Lisa. So, he decided that he was going to try to catch the thief! He devised and formed a plan on a piece of paper. He would begin looking for clues around her house. Hopefully the thief had left something for him to go on. He truly wanted to believe that he could do something to help Mrs. Lisa. She was his friend and would not even want to receive an award. He just wanted to help her somehow get her items back!

1. ________________________ 6. ________________________
2. ________________________ 7. ________________________
3. ________________________ 8. ________________________
4. ________________________ 9. ________________________
5. ________________________ 10. ________________________

Circle the word that is spelled correctly.

11. yeld yeild yield yeilled
12. sley sleigh sleegh sliegh
13. Name a homophone for reign ________________________
14. Name a synonym for field ________________________
15. Name an antonym for friend ________________________
Spelling/Vocabulary Assessment

Choose the letter of the definition for the underlined word in each sentence. Use context clues to determine the meaning of each word.

1. In the **debate**, Kim told us why we should vote “no,” and Ben argued that we should vote “yes.”
   a. to owe a lot of money    b. a discussion about two opinions    c. a speech

2. The woods were so **vast** there were trees for many miles around.
   a. very large in size       b. a circle       c. a forest

3. The teacher had to **simplify** the instructions because they were too difficult to understand at first.
   a. to make something easier    b. to put together    c. to say again

4. We watched the parade **proceed** down the street and then turn the corner.
   a. a crowd of people    b. to look carefully    c. to move on

5. Tom broke the orange into **segments** and gave one piece to each of us.
   a. a type of fruit    b. parts of something    c. not sharing something

6. Dad needs to **trim** the bushes so that they are even on top and don’t look sloppy.
   a. to cut down completely    b. to make something    c. to cut something to look neat

Write the vocabulary word that means...

1. to make _______________
2. toxic _______________
3. headstrong; willful _______________
4. complying with orders _______________
5. to disapprove _______________
6. a word that means exactly the same or nearly the same as another word _______________
7. the process of taking one amount away from another _______________

**Word Bank**
synonym, construct, subtraction, stubborn, obedient, poisonous, oppose
Week Twelve
Activities and Resource Pages

Included:
Page 1: Spelling List Twelve
Pages 2-4: M-F Plans
Page 5: Vocabulary Organizer (Monday)
Page 6: Homophone sheet (Tuesday)
Page 7: Multiple meaning organizer (Tuesday)
Page 8: Vocabulary Story w/ Questions (Tuesday)
Pages 9-13: Multiple Meaning Game (Thursday)
Pages 14-15: Spelling/Vocabulary Assessment (Friday)
## Integrated Spelling and Vocabulary
### Week Twelve

**Rule: Homophones**

**Homophone:** Homophones are words that sound alike, but have different meanings and spellings.

<table>
<thead>
<tr>
<th>Homophone</th>
<th>Meaning 1</th>
<th>Meaning 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>guessed</td>
<td></td>
<td>principal</td>
</tr>
<tr>
<td>guest</td>
<td></td>
<td>principle</td>
</tr>
<tr>
<td>pear</td>
<td></td>
<td>aloud</td>
</tr>
<tr>
<td>pair</td>
<td></td>
<td>allowed</td>
</tr>
<tr>
<td>night</td>
<td></td>
<td>hare</td>
</tr>
<tr>
<td>knight</td>
<td></td>
<td>hair</td>
</tr>
<tr>
<td>choose</td>
<td></td>
<td>through</td>
</tr>
<tr>
<td>chews</td>
<td></td>
<td>threw</td>
</tr>
</tbody>
</table>

Name 5 More sets of homophones:

- _________
- _________
- _________
- _________
- _________

---

Homonyms are words that are spelled the same, but have different meanings.

**Vocabulary: Homonyms:** Each word will have 2 separate meanings

1. **brace**
   1. v. to prepare oneself for something difficult or unpleasant
   2. n. a support that steadies or strengthens
2. **shrink**
   1. v. to become smaller in size
   2. n. a doctor who specializes in psychology
3. **bore**
   1. v. to tire by being dull or uninteresting
   2. v. to make a hole in or through something
4. **passage**
   1. n. a portion or section of a written work or paragraph
   2. n. an opening by which a person or thing may pass
5. **crane**
   1. v. to strain or stretch in order to see better
   2. n. a device that lifts and moves heavy objects
Monday:
Spelling: Go over the spelling list for this week. Review homophones with students. In groups, have students brainstorm other examples of homophones. Have students fill in 5 extra sets of homophones on the chart.

Vocabulary: Go over the vocabulary words. Discuss homographs. Discuss the various meanings of each word. Have students give examples and use in sentences. Then, have students complete the vocabulary graphic organizer on one of the vocabulary words.

Homework: Write spelling words 5x each; Write a sentence using each vocabulary word. Give 2 examples of the homophones.
Week Twelve
Spelling and Vocabulary Activities
Teacher Guide

Tuesday:
Spelling: Review spelling words and homophones. Have students complete the homophone sheet showing understanding of the meaning of each spelling word.

Vocabulary: Review homonyms from yesterday. Have students complete the homonym graphic organizer. They will write each vocabulary word in the middle. They will write the definition of each on either side of the word in the blanks showing there are multiple meanings of the word.

Homework: Write each spelling word in a sentence.
Vocabulary: Complete the story and activities.

Wednesday:
Have students choose a multiple meaning word (may be a vocabulary word if they would like.) Then, have students write a silly sentence using the multiple meaning word and draw a picture. Share with the class. Ex: I had to crane my neck just to see the board. Students would draw a picture of a student with a crane as a neck instead of the other definition.

Homework: Write each spelling word in ABC Order.
Vocabulary: Write each word and then draw a picture of each definition showing that you understand each meaning of the word.
Thursday: Review homophones and spelling and vocabulary lists.

Activity: Vocabulary: Homograph Game: Students will each get a game card. They will take turns reading a sentence card. If they get the answer correct, they will get a token on their game card. The first student to fill their card wins.

*Cut and laminate on card stock for future use in centers, etc.*

Homework: Triangle words in spelling.
Vocabulary: Study vocabulary definitions.

Friday:
Spelling and Vocabulary Assessment.
1. We invited twenty (guessed, guests) to the football banquet.

2. Coach Willis said we were not (aloud, allowed) to roam in the halls after school.

3. My mom took me shopping after school and said I could by a (pear, pair) of shoes.

4. The (hare, hair) ran swiftly through the forest as the rain began to pour down.

5. Sylvia had to wait until (night, knight) time to look at the stars through her telescope.


7. The (principal, principle) at our school greeted us as we walked into the building.

8. Colton and Ahmad (threw, through) the football to each other during recess.

List three different sets of homophones.

__________________________________________  ______________________________________
__________________________________________  ______________________________________
__________________________________________  ______________________________________

Write a sentence showing that you understand the meanings of one of the sets of homophones above.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
<table>
<thead>
<tr>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the vocabulary story below. Complete the activities after reading the story.

“This class is such a bore,” thought Greg. I love reading, science, language arts, social studies, and even writing. But, math was a killer. It was so tough! I would rather read a long reading passage and answer questions than go to math class. It is so hard and I just do not understand the process behind the problems. After this year, my mom would have to take me to a shrink just to recover from the stress! Mrs. Sweat said I could understand and she continued to encourage me, but fifth grade math was really difficult. Not only was it as hard as a rock, I had to crane my neck just to see the board because the tallest student in fifth grade sat in front of me! Although I have been struggling, and letting Mrs. Sweat know it, I still worked so hard and we’re getting back our decimal test today. I was so upset because I just knew I had failed it. I walked into the class and the first thing Mrs. Sweat said was, “Class, brace yourself! You will never believe what happened. Greg aced the math test!” I could not believe what I was hearing! I guess all of the hard work paid off. Maybe math wouldn’t be quite as bad as I thought!

1. **Circle all of the vocabulary words.**

2. **Give two definitions of the word crane.**

3. **Circle the definition of the word crane as used in the paragraph above.**
   a. a type of bird  
   b. a device used to lift heavy objects  
   c. to strain to see something

4. **Name a synonym for the word passage.**

5. **Circle the figurative language used in the sentence:**
   Greg aced the math test!
   metaphor   simile   idiom   personification

6. **Circle the figurative language used in the sentence:**
   Math was a killer.
   metaphor   simile   idiom   personification
Game Pieces
Directions: Pass out each student a game card below. Then students will draw and read a card. They must fit the word that will fit correctly in both sentences. If they get the answer correct, they may place a token on their game card. The first player to fill up their game card with tokens wins the game.
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My table measures one _______ long. Can we go out and play in the _______.</td>
<td>a. foot   b. yard  c. inch   d. pool</td>
</tr>
<tr>
<td>2. Jamil went inside because he was too _______. I caught a _______, and now I have to miss the game.</td>
<td>a. tired   b. sleepy  c. ball   d. cold</td>
</tr>
<tr>
<td>3. My family puts our savings in the _______. We swam to the _______ of the river.</td>
<td>a. Bank   b. store  c. shore  d. check</td>
</tr>
<tr>
<td>4. I love to _______ at the park. Lydia is the star of the school _______.</td>
<td>a. swing   b. musical  c. be   d. play</td>
</tr>
<tr>
<td>5. Andy would like another dinner _______. Kellie did a forward _______ in gym class today.</td>
<td>a. plate   b. tumble  c. salad  d. roll</td>
</tr>
<tr>
<td>6. I got my dad a new _______ for his birthday. We will _______ the fireworks show on July 4th.</td>
<td>a. present  b. see  c. watch  d. tie</td>
</tr>
<tr>
<td>7. My _______ goldfish is named Swimmy. You can _______ the dog because he is nice.</td>
<td>a. other   b. play  c. see   d. pet</td>
</tr>
<tr>
<td>8. Mom said to _______ an extra cheeseburger. I put all my books in alphabetical _______.</td>
<td>a. shelves  b. library  c. buy   d. order</td>
</tr>
<tr>
<td>9. Be careful or you will _______ the glass. After the test, we will take a 15 minute _______.</td>
<td>a. recess  b. break  c. nap   d. crack</td>
</tr>
<tr>
<td>10. I _______ my face with soap and water every day. The tide is about to come in and _______ away our castle.</td>
<td>a. wash   b. clean  c. Destroy  d. take</td>
</tr>
<tr>
<td>11. The surfers rode the tall ocean _______. _______ goodbye to grandma.</td>
<td>a. water    b. wave  c. say   d. kiss</td>
</tr>
<tr>
<td>12. My mom makes delicious _______ soup. He is about to _______ the bug with his shoe.</td>
<td>a. vegetable  b. squash  c. catch  d. tasty</td>
</tr>
<tr>
<td>Question</td>
<td>Sentence</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>Bill bought blue, red, and yellow ____ at the art store. My dad helped me ____ my toy wagon.</td>
</tr>
<tr>
<td>14</td>
<td>First, ____ the eggs and then put them in the pan. I hope the Tigers ____ the Blue Jays in the game on Saturday.</td>
</tr>
<tr>
<td>15</td>
<td>That colorful ____ of fish swam by quickly. Tomorrow, my sister starts her first day of ____.</td>
</tr>
<tr>
<td>16</td>
<td>The little ____ ran into the hole. The ____ that came with the computer isn’t working right.</td>
</tr>
<tr>
<td>17</td>
<td>We put marshmallows on a ____ and roasted them. Be careful, or the pages will ____ together.</td>
</tr>
<tr>
<td>18</td>
<td>The hungry dog looks thin and ____. If you ____ on the shelf, it will fall over.</td>
</tr>
<tr>
<td>19</td>
<td>Leather is made from the ____ of a cow. My favorite game is ____ and seek.</td>
</tr>
<tr>
<td>20</td>
<td>Don’t ____ up against the wet paint. I need to ____ my hair.</td>
</tr>
<tr>
<td>21</td>
<td>I love the ____ show at the aquarium. Make sure to ____ the envelope so nothing falls out.</td>
</tr>
<tr>
<td>22</td>
<td>Mom can ____ any emergency. The ____ on my suitcase broke.</td>
</tr>
<tr>
<td>23</td>
<td>Don’t ____ or throw your trash on the beach. My cat just had a ____ of kittens.</td>
</tr>
<tr>
<td>24</td>
<td>I weighed myself on the ____. He watched the rock climber ____ the rock.</td>
</tr>
</tbody>
</table>
1. B yard
2. D cold
3. A bank
4. D play
5. D roll
6. C watch
7. D pet
8. D order
9. B break
10. A wash
11. B wave
12. B squash
13. B paint
14. B beat
15. B school
16. C mouse
17. A stick
18. D lean
19. B hide
20. C brush
21. C seal
22. A handle
23. C litter
24. B scale
Spelling/Vocabulary Assessment

Write the spelling word that correctly fits in the blank.

1. The head of a school is the _____________.

2. We wanted to buy a new ___________ of shoes for school.

3. The dog always _________ on things he is not supposed to!

4. We are not _________ to play outside after dark.

5. Although we did not know the answer to all the questions on the test, we must have _______ correctly to make a 100!

6. My mother always told me how important it is to _________ your friends wisely.

7. The __________ wore his shining armor and fought for the princess.

8. I was able to choose between eating an apple or a _________ for my fruit at lunch.

9. I was not _________ eating lunch, but my teacher said it was time to leave anyway.

10. The ________, or rabbit, ran quickly through the trees in the forest.

11. We had to follow the basic law, or __________ to earn a badge.

12. We made a ________ list of 300 people for our wedding.

13. We had to wait until _______ time to catch the fireflies.

14. We are not supposed to talk ________ during the test.

15. I was able to _________ someone to eat lunch with me on my birthday.

16. Brady and Colt _________ the baseball to each other after school.
Choose the correct definition of your vocabulary word below.

1. **shrink**: Definition 1: A psychiatrist or a mental doctor
   Definition 2: To make smaller
   I washed my sweater in the drier so that it would **shrink**.
   a. Definition 1       b. Definition 2

2. **brace**: Definition 1: To prepare oneself
   Definition 2: A support that steadies and strengthens
   My mother said to **brace** ourselves as she slammed on the brakes.
   a. Definition 1       b. Definition 2

3. **bore**: Definition 1: to tire by being uninteresting or dull
   Definition 2: to make a hole in or through something
   The long lecture became such a **bore** after 2 hours.
   a. Definition 1       b. Definition 2

4. **crane**: Definition 1: to strain or stretch in order to see better
   Definition 2: Machinery used to pick up heavy objects
   The girl had to **crane** her neck to see the speaker on the stage.
   a. Definition 1       b. Definition 2

5. **passage**: Definition 1: a portion or a section of a written work or paragraph
   Definition 2: an opening by which a person or thing may pass.
   The **passage** on the test was very long and difficult to read.
   a. Definition 1       b. Definition 2

What does the underlined word in the sentence mean?

6. **The gas** **bill** is getting way too expensive.
   a. A piece of paper that shows money you owe   b. A beak   c. Paper money

7. **The bag** was so **light** that it was easy to carry.

8. Jason got seasick when the boat started to **rock**.
   a. To move up and down       b. A large stone       c. A diamond
Week Thirteen
Activities and Resource Pages

Included:
Page 1: Spelling List Thirteen
Pages 2-4: M-F Plans
Page 5: Vocabulary Organizer (Monday)
Page 6: Story Starters (Tuesday)
Page 7: Synonym/Antonym Organizer (Tuesday)
Page 8: Vocabulary Story w/ Questions (Tuesday)
Page 9: Spelling/Contraction Worksheet (Wednesday)
Page 10: Synonym/Antonym Organizer (Thursday)
Pages 11-12: Spelling/Vocabulary Assessment (Friday)
Integrated Spelling and Vocabulary
Week Thirteen

Rule: Contractions

Contractions: Contractions are words that are made from two words, but one or more letters are left out.

1. didn’t
2. they’ve
3. couldn’t
4. won’t
5. don’t
6. aren’t
7. wouldn’t
8. we’ll
9. doesn’t
10. there’s
11. it’s
12. haven’t
13. they’re
14. I’ve
15. we’re
16. I’ll

Name 5 More words that have contractions
___________
___________
___________
___________

Hint: An apostrophe is used to take the place of the letters that are left out.

Vocabulary

1. grave adj. serious
2. produce v. to make or manufacture
3. decrease v. to make or become smaller in size
4. increase v. to make or become larger in size
5. population n. all the inhabitants of a particular area or country
6. determine v. establish exactly as a result of research or calculation
7. drought n. a long period of no rainfall
8. immense adj. extremely large or great
Monday:

Spelling: Go over the spelling list for this week. Discuss contractions and have students brainstorm other contractions not listed.

Vocabulary: Go over the vocabulary words. Discuss the meaning of each word. Have students give examples and use in sentences. Then, have students complete the vocabulary graphic organizer on one of the vocabulary words.

Homework: Write spelling words 5x each; Write a sentence using each vocabulary word.
Tuesday:

**Spelling**: Review contractions. Have students choose one of the story starters and write a story. They must include at least 7 contractions in their story. Then, have a partner find their contractions and write the two words they stand for.

**Vocabulary**: Review Synonyms and Antonyms with students. Have students complete the graphic organizer using one of their vocabulary words.

**Homework**: Write each spelling word in a sentence.

**Vocabulary**: Complete the story and activities.

Wednesday: Review synonyms, antonyms, and contractions with students.

**Homework**: Complete the contractions/spelling word sheet.

**Vocabulary**: Write a short paragraph using at least 3 of your vocabulary words.
Week Thirteen
Spelling and Vocabulary Activities
Teacher Guide

Thursday: Review contractions.

Activity: Vocabulary: Review synonyms and antonyms. Discuss the relationship between words and synonyms and antonyms.

Homework: Write each spelling word in different colors. Vocabulary: Complete Synonym/Antonym graphic organizer using 2 vocabulary words.

Friday: Spelling and Vocabulary Assessment.
The best day of my life was…
The worst day of my life was…
The color blue reminds me of…
If I could visit anywhere…
My biggest fear is…
Once, I had a dream…
I’m really good at…
I wish I was better at…
If I could be invisible for a day…
I walked into school and there was a mysterious bag on my chair…
If I were president…
<table>
<thead>
<tr>
<th>Synonym</th>
<th>WORD</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decrease</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Immense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Produce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grave</td>
<td></td>
</tr>
</tbody>
</table>
India has the second most amount of population in the world after China. The present population continues to increase and has become a major problem for different countries, particularly India. India has over one billion occupants in the country.

India used to be a land full of lush green jungles and wild animals and birds, but is fast changing into a land often struck in various parts by famines, floods and droughts. Population is very much at the root of this grave problem.

Every person needs a certain amount of space to live in. To produce a place for the billion strong population of a country to live, an immense amount of the forested areas of our motherland has been destroyed.

The increasing population does not demand land only to house the new comers but large tracks of land is required to cultivate food crops for them. They need parks, play grounds and swimming pools for their entertainment etc.

India is on the brink of population explosion and the progress India makes will be determined by whether or not population growth can be decreased. If not, then no amount of progress our country makes will make any difference to the poverty that plagues the country. (Derived from www.kidsshortessays.com)

Activities:

1. Circle all of the vocabulary words.

2. Name a synonym and an antonym for the word immense.

3. If you had to make a title for this essay, what would it be? Write it using capitalization and quotations correctly.

4. Divide population into syllables.

5. Which vocabulary word fits into the sentence below?

   India has the second most ___________ in the world, after China.

6. Is this story fiction or non-fiction? Give examples to why you chose your answer.
Read each sentence. Write the correct contraction in the blank.

1. We _______________ ask you to baby sit this late in the week!
   Could not

2. They've traveled to Florida but _______ have time to visit us.
   Do not

3. I _______________ go to the park with the storm brewing.
   Would not

4. _______ have to read every night to make a 100 on the test.
   I will

5. I _______________ go to the store without you.
   Will not

6. ___________ practicing extra so they will win the game tomorrow!
   They are

7. You ________ allowed to run around the swimming pool.
   Are not

8. _______ go to the movies if you make a good grade on the test.
   We will

Write the Contraction for the following words:

She will       ______________            They are   _____________
She is       ______________            They will ______________
Does not       ______________            Have not ______________
Twelve spelling words are misspelled in the paragraph below. Circle the misspelled words and write the correct spelling of each word on the blank below.

I couldn‘t believe it! We‘re going to the beach for spring break! Woohoo! I‘ve already gotten our place to stay. It was really happening. We haven‘t been to the beach in two years and I could not wait to sit in the sun and play in the wild waves. I‘ve been determined to go to the beach this year. I wouldn‘t even care if it rained every day! I don‘t think that would happen, though, since there has basically been a drought this year. We aren‘t going to be able to sleep the night before the trip we will be so excited! Our friends are going to go to the beach the same week, but they‘re staying in a different condominium. It doesn‘t matter because we will meet up together every day on the beach. It won‘t even bother me that our room doesn‘t have an ocean view. At least we‘ll be right around the corner! I know that our trip is still two months away, but I can‘t wait!!

1. __________________  2. __________________  3. __________________
4. __________________  5. __________________  6. __________________
7. __________________  8. __________________  9. __________________
10. __________________ 11. __________________ 12. __________________

Complete the following chart.

<table>
<thead>
<tr>
<th>Words</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>did not</td>
<td></td>
</tr>
<tr>
<td>there’s</td>
<td></td>
</tr>
<tr>
<td>I‘ll</td>
<td></td>
</tr>
<tr>
<td>it is</td>
<td></td>
</tr>
</tbody>
</table>
Spelling/Vocabulary Assessment

For each sentence, write if the underlined word and your vocabulary word in parentheses are synonyms or antonyms.

1. We knew it was a **serious** situation when the tornado sirens went off. (grave) ___________________

2. The pumpkin patch wanted to **make** 400 pumpkins for the children. (produce) ___________________

3. The **very small** boat was gliding across the ocean water. (immense) ___________________

4. If our sales were to **decline**, we would have to work extra hours. (increase) ___________________

5. It felt like we were living in the rain forest because it has been so **rainy**. (drought) ___________________

6. The football game Friday would **establish** if we would make the playoffs. (determine) ___________________

7. We would have to **raise** our sales if we wanted our bonus this year. (decrease) ___________________

Write the vocabulary word that means...

1. a long period of no rainfall ___________________

2. to make or become smaller in size ___________________

3. extremely large or great ___________________

4. establish exactly ___________________

5. serious ___________________

6. to make or become larger in size ___________________

7. all the inhabitants of a particular area, or country ___________________

8. to make or manufacture ___________________

**Word Bank**
- population, decrease, increase, drought, determine, immense, produce, grave
Week Fourteen
Activities and Resource Pages

Included:
Page 1: Spelling List Fourteen

Pages 2-4: M-F Plans

Page 5: Vocabulary Organizer (Monday)

Page 6: Simile anchor chart (Tuesday)

Page 7: Simile Match (Tuesday)

Page 8: Vocabulary Story and Questions (Tuesday)

Page 9-11: Simile starters (Wednesday)

Page 12: Simile pictures and meanings (Thursday)

Page 13-14: Spelling/Vocabulary Assessment (Friday)
**Integrated Spelling and Vocabulary**  
**Week Fourteen**

**Rule: Soft g**  
The soft g sound is heard when the letter “g” is followed by an i, e, or y

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>magical</td>
</tr>
<tr>
<td>2.</td>
<td>dangerous</td>
</tr>
<tr>
<td>3.</td>
<td>nudge</td>
</tr>
<tr>
<td>4.</td>
<td>pledge</td>
</tr>
<tr>
<td>5.</td>
<td>challenge</td>
</tr>
<tr>
<td>6.</td>
<td>engine</td>
</tr>
<tr>
<td>7.</td>
<td>genuine</td>
</tr>
<tr>
<td>8.</td>
<td>giraffe</td>
</tr>
<tr>
<td>9.</td>
<td>agile</td>
</tr>
<tr>
<td>10.</td>
<td>giant</td>
</tr>
<tr>
<td>11.</td>
<td>orange</td>
</tr>
<tr>
<td>12.</td>
<td>emergency</td>
</tr>
<tr>
<td>13.</td>
<td>germ</td>
</tr>
<tr>
<td>14.</td>
<td>gentle</td>
</tr>
<tr>
<td>15.</td>
<td>legend</td>
</tr>
<tr>
<td>16.</td>
<td>agent</td>
</tr>
</tbody>
</table>

**Vocabulary**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>bewilder</strong> v. cause someone to be confused</td>
</tr>
<tr>
<td>2.</td>
<td><strong>dread</strong> v. anticipate with great fear</td>
</tr>
<tr>
<td>3.</td>
<td><strong>brag</strong> v. say in a boastful manner</td>
</tr>
<tr>
<td>4.</td>
<td><strong>equipment</strong> n. the necessary items for a particular purpose</td>
</tr>
<tr>
<td>5.</td>
<td><strong>gym</strong> n. A gymnasium</td>
</tr>
<tr>
<td>6.</td>
<td><strong>brilliant</strong> adj. exceptionally clever or talented</td>
</tr>
<tr>
<td>7.</td>
<td><strong>entertainment</strong> n. the act of providing enjoyment</td>
</tr>
</tbody>
</table>

---

**Hint:** In front of an e, i, or y, the letter “g” usually has a soft sound such as the “j” sound in gem.
Monday:
**Spelling:** Go over the spelling list for this week. Discuss the pattern of the soft “g” or “j” sound.
Fill in the chart on the spelling list, allowing students to brainstorm more words using the soft g sound.

**Vocabulary:** Go over the vocabulary words. Discuss the meaning of each word. Have students give examples and use in sentences. Then, have students complete the vocabulary graphic organizer on one of the vocabulary words.

**Homework:** Write spelling words 5x each; Write a sentence using each vocabulary word.
Week Fourteen
Spelling and Vocabulary Activities
Teacher Guide

Tuesday:
Spelling: Review the soft “g” sound with students.

Vocabulary: Tell students that their vocabulary focus for this week will be determining the meaning of similes. (ELACC5.L.4) Discuss what a simile is with students. Go over the anchor chart with students with the examples and definition of a simile. Discuss similes with students. Pass out students a card. One will have a sentence that does not contain a simile. The match will have a simile sentence. Students will walk around the room looking for their match. They will see that similes are very descriptive. The purpose of this activity is just to expose students to different similes. They should read them aloud to the class once everyone has found their match. Record similes on an anchor chart to place in the classroom.

Homework: Write each spelling word in a sentence.
Vocabulary: Complete the story and activities.

Wednesday: Review the soft “g” spelling rule and pattern.
Vocabulary focus: Figurative Language/Similes. Discuss with students the importance of using figurative language to “spice” up their writing. Allow students to complete the simile activity. Give students a set of cards. They will choose a card and then think about an ending that would make a good comparison. Ex: as cold as __________ They would have to put as cold as my hands on a cold winter day. Split students into partners or small groups to brainstorm and complete the activity.

Homework: Write each spelling word in ABC order.
Vocabulary: Write each vocabulary word in a sentence. Use context clues to show you know the meaning of each word.
Thursday: Review the soft “g” spelling pattern. Have students discover more words that would fit the pattern. Make a chart showing new words.

Activity: Vocabulary: Pass out students magazines. Have them go through the magazine to find pictures in which they can write a simile. If they found a messy room, they could write the simile “My room is as messy as a pig pen.” Students would then draw a picture of the pig pen under the simile part of the page and glue the picture of the simile under the meaning part of the page. The page is attached.

Homework: Write spelling words using triangle words. Vocabulary: Study vocabulary words: Discuss the words with a family member.

Friday: Spelling and Vocabulary Assessment.
Similes

A simile compares two things using like or as

The frog’s eyes sparkled like diamonds

Life is like a box of chocolates

The student is as busy as a bee

The baby is as happy as a clam
### Simile Match

**Directions:** Pass out a card to each student. Have them walk around the room to find their match. The starts will find a smiley face match.

<table>
<thead>
<tr>
<th>Original Statement</th>
<th>Simile Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is very busy.</td>
<td>She is busy as a bee!</td>
</tr>
<tr>
<td>The girl is very cute.</td>
<td>The girl is as cute as a kitten.</td>
</tr>
<tr>
<td>The boy could not see well.</td>
<td>He is as blind as a bat.</td>
</tr>
<tr>
<td>Ray is very happy.</td>
<td>Ray is as happy as a clam.</td>
</tr>
<tr>
<td>The gymnast moves very well.</td>
<td>They gymnast is as agile as a monkey.</td>
</tr>
<tr>
<td>I love the girl.</td>
<td>My love for her is like a red, red rose.</td>
</tr>
<tr>
<td>I slept very good last night.</td>
<td>Last night, I slept like a dog.</td>
</tr>
<tr>
<td>Please move now.</td>
<td>Don’t just sit there like a bump on a log.</td>
</tr>
<tr>
<td>He eats too much.</td>
<td>He eats like a pig.</td>
</tr>
<tr>
<td>She is very skinny.</td>
<td>She is as thin as a toothpick.</td>
</tr>
<tr>
<td>This class is boring.</td>
<td>This class is like watching grass grow.</td>
</tr>
<tr>
<td>The boys fight all the time.</td>
<td>The boys fight like cats and dogs.</td>
</tr>
</tbody>
</table>
Read the vocabulary story below. Complete the activities after reading the story.

Sierra was starting to dread the day that she signed up for volleyball. She was terrified at having to play her first game this afternoon. All of Sierra’s friends and family were going to the game. “You think you are going to get fun entertainment, but the Wildcats are going to destroy us!” Sierra had explained to her parents. Sierra was as tough as nails, but she did not like it when other teams boasted and she knew the players on the other team would brag if they won the game. Sierra and her team were nervous, but decided they would try their very best. When they got to the gym, they went to the locker room to get all of their equipment. When they walked out onto the gym floor for their warm-up, their faces were as white as ghosts. The other team came out strong. In the first two minutes of the game, the Wildcats were up 2-0. It looked bad, but the Tigers did not give up. Then, out of nowhere, Sierra made the most brilliant spike! It bewildered the other team and they scored to tie up the game. The Tigers were back in the game!

Activities:

1. Circle all of the vocabulary words.

2. Name a synonym for the word brag.

3. Circle the two simile in the passage.

4. What is the meaning of the word bewildered? What context clues helped you with the definition?

5. Which vocabulary word fits into the sentence below?
   The baseball team had to load all of their __________ onto the bus.

6. What lesson or theme did the narrator in the story learn?
   a. friendship   b. perseverance   c. compassion
**Directions:** Cut out the cards and laminate. Have students work independently or in groups to come up with endings to the beginning of these similes. Then, have them record their answers on the recording sheet.

<table>
<thead>
<tr>
<th>as clean as</th>
<th>as blind as</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>as cold as</th>
<th>as cute as</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>as stubborn as</th>
<th>as quick as</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>as hungry as</th>
<th>as big as</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>as light as</th>
<th>eat like a</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>drink like a</th>
<th>sparkled like</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td>_________________</td>
</tr>
</tbody>
</table>
**Directions:** Cut out the cards and laminate. Have students work independently or in groups to come up with endings to the beginning of these similes. Then, have them record their answers on the recording sheet.

<table>
<thead>
<tr>
<th>laughed like</th>
<th>slept like</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>sang like</td>
<td>as sharp as</td>
</tr>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>worked like</td>
<td>as slow as</td>
</tr>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>as strong as</td>
<td>fought like</td>
</tr>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>as smart as</td>
<td>as gentle as</td>
</tr>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>talked like</td>
<td>stood like</td>
</tr>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>
Simile Recording Sheet
Write the complete simile that you formed on the lines below. Give the meaning of the simile you created.

<table>
<thead>
<tr>
<th>Simile</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
</tr>
</tbody>
</table>
Simile

Simile: ______________________________________

Actual Meaning

Meaning: ______________________________________
Spelling/Vocabulary Assessment

Write the spelling words correctly on the lines provided below:

1. __________________ 9. __________________
2. __________________ 10. __________________
3. __________________ 11. __________________
4. __________________ 12. __________________
5. __________________ 13. __________________
6. __________________ 14. __________________
7. __________________ 15. __________________
8. __________________ 16. __________________

Circle the misspelled words in the sentences below. Write the correct spelling on the line.

1. We had to say the Pledje of Allegiance to the Flag every morning on the announcements. __________________
2. The jentle lady bug landed on the soft leaf. ______________
3. Disney World is the most majical place in the world in my opinion. ______________
4. The agent called an emerjency while we were at the football game. ______________
5. It is danjerous to play near the road. ______________
Use context clues to determine the meaning of the simile below. Circle the correct meaning of the simile. Underline the simile in the sentence.

1. Leslie was as mad as a hornet when she missed the bus for the field trip.
   a. a hornet   b. very angry   c. relieved
2. Rylie is growing like a weed.
   a. planting flowers   b. very tall   c. growing quickly
3. Mya is always as quiet as a mouse in the hallway at school.
   a. very quiet   b. acting silly   c. very tiny
4. Without my glasses, I am as blind as a bat.
   a. cannot see   b. a flying mammal   c. can see at night.
5. When she kissed me, I turned as red as a tomato.
   a. I was embarrassed.   b. I was hungry.   c. I was very angry.

Complete the following simile starters:
6. as funny as ________________
7. as easy as ________________
8. sparkling like ________________
9. skinny like ________________
10. as ill as a ________________

Write the vocabulary word that means...

1. a gymnasium ________________
2. say in a boastful manner ________________
3. cause someone to be confused ________________
4. the act of providing enjoyment ________________
5. exceptionally clever or talented ________________
6. anticipate with great fear ________________
7. the necessary items for a particular purpose ________________
Week Fifteen
Activities and Resource Pages

Included:
Page 1: Spelling List Fifteen

Pages 2-4: M-F Plans

Page 5: Vocabulary Organizer (Monday)

Page 6: Matching Greek roots (Monday)

Page 7: Greek roots organizer (Tuesday)

Page 8: Story and vocabulary questions (Tuesday)

Page 9-10: I have, who has spelling words (Wednesday)

Page 11: Roots organizer (Wednesday)

Pages 12-13: Spelling/Vocabulary assessment (Friday)
Integrated Spelling and Vocabulary
Week Fifteen

**Rule: Greek Roots**
graph, phon, photo, tele, scope

1. polygraph 9. headphones
2. graphic 10. telephone
3. graph 11. phonograph
4. photograph 12. telegraph
5. photosynthesis 13. television
6. photogenic 14. telescope
7. microphone 15. microscope
8. phonic 16. scope

Graph: drawn, written
Tele: distance
Photo: light
Scope: watch, see

Vocabulary
1. geography n. the study of the physical features of Earth
2. scholar n. a distinguished academic
3. microphone n. an instrument for sound waves to be amplified, transmitted, or recorded
4. phonograph n. a record player
5. semester n. a half year term of school
6. journal n. a newspaper or magazine that deals with a particular subject of professional activity
7. education n. the process of receiving or giving systematic instruction
8. drain v. to cause water or other liquid to run out
Monday:

**Spelling:** Go over the spelling list for this week. Discuss the Greek roots and their meanings that are listed: phon, photo, graph, scope, and tele. Break students into partners and have them play the matching game with these roots once you have gone over the list. Have students brainstorm other words that use these Greek roots. (Take home cards to use to study with)

**Vocabulary:** Go over the vocabulary words. Discuss the meaning of each word. Have students give examples and use in sentences. Have them notice any of the words and their Greek roots.

**Homework:** Write spelling words 5x each; Choose a vocabulary word and complete the vocabulary graphic organizer on the vocabulary word of choice.
Tuesday:
**Spelling/vocabulary:** Review the meanings of the Greek roots. Have students complete the graphic organizer.

**Homework:** Write each spelling word in a sentence.

**Vocabulary:** Complete the story and the questions.

Wednesday:
Review the Greek roots. Have students play the I have, Who has Greek roots game.

**Homework:** Write each spelling word in ABC order.

**Vocabulary:** Complete the graphic organizer on Greek roots. Students will place one of their Greek roots on the bottom of the tree. They will then add words that use the Greek root to the tree. They may use spelling or vocabulary words if they would like.
Thursday: Review prefixes and suffixes in spelling patterns.

Activity: Vocabulary: Pass out students a Journal from a science magazine. Preferably on the subject being taught in science. Discuss what a journal is (vocabulary word). Then have students write the title with correct quotations and capitalization on a sheet of paper. Then have them read the article. After they have read the article, have students reread to find any Greek roots throughout the article.

Homework: Split each word into syllables. Use a dictionary to check if necessary.
Vocabulary: Write a paragraph using your words.

Friday:
Spelling and Vocabulary Assessment.
<table>
<thead>
<tr>
<th>Greek Roots Matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>photo</td>
</tr>
<tr>
<td>phon</td>
</tr>
<tr>
<td>tele</td>
</tr>
<tr>
<td>graph</td>
</tr>
<tr>
<td>scope</td>
</tr>
</tbody>
</table>
Greek Roots

Root: ____________________________

Word examples: ____________________________
__________________________
__________________________
__________________________

Meaning of Root: ____________________________
__________________________
__________________________

Picture of Root: ____________________________

Form 2 sentence with words using this root:
1. ____________________________

2. ____________________________
John grew up always enjoying school. He was a dedicated and hard worker and a scholar all throughout high school. He continued to enjoy school, however, he was beginning to dread his geology class. He was in school to be a doctor, but he was required to take a geology course as part of the program. John could not understand why a doctor would need information on the physical features of earth, but if everyone had to take it, he had no choice. His professor issued an assignment last night where all students had to research and cite a professional journal in geology. It sounded like such a bore to John. It would take him a million years to finish this assignment because he did not enjoy it. All of his energy would be drained out of him because he had no motivation to complete it. He wanted to continue receiving his education so badly, but it was just his first semester of school and already he was having difficulty. John felt like he should speak to his professor about his troubles, so he went to class early. As he rounded the corner, he heard music coming out of his professor’s classroom. He walked in just in time to see the professor listening to music on his phonograph before class began. He could not believe that someone still had a record player! John talked to his professor and he was very nice and helpful. He said he would help John whenever he needed assistance. John felt much better about his course and was smiling as he went back to his seat. His professor plugged in his microphone and began his lecture. John had a much better attitude after his talk with his professor!

Activities:

1. **Circle all of the vocabulary words.**

2. **Name a synonym for drain. In what reference book would you use to find synonyms?**

3. **What is the meaning of the word geology? What Greek roots helped you to know the meaning of this word?**

4. **Underline the hyperbole in the passage above.**

5. **Which vocabulary word fits into the sentence below?**

   I wanted to receive a good ___________ from the University of Georgia.

6. **Why do you think we do not have phonographs anymore?**
**I have, Who has?**

**Directions:** Begin at the smiley face. Have students read their card when they hear the meaning of their spelling word. Encourage students to listen to the definitions and relate them to the Greek root being studied.

<table>
<thead>
<tr>
<th>I have photograph. Who has an instrument designed to make objects appear closer?</th>
<th>I have telescope. Who has a machine designed to record changes in a person’s characteristics, and is used as a lie detector?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have polygraph. Who has a system that transmits voices over a distance.</td>
<td>I have telephone. Who has a word that relates to speech sounds?</td>
</tr>
<tr>
<td>I have phonics. Who has a pair of earphones used to listen to music or speech?</td>
<td>I have headphones. Who has a word that relates to drawing, engraving, writing, or lettering?</td>
</tr>
<tr>
<td>I have graphic. Who has a system for transmitting visual images and sound on a screen</td>
<td>I have television. Who has the word that means to watch or to see?</td>
</tr>
<tr>
<td>I have scope. Who has an instrument used to view very small objects?</td>
<td>I have microscope. Who has a diagram showing 2 variables measured along an x and y axis?</td>
</tr>
<tr>
<td>I have graph. Who has the process in which green plants use sunlight to synthesize foods?</td>
<td>I have photosynthesis. Who has an instrument that transmits sound waves in order to amplify or record voices or sounds?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>I have microphone. Who has a record player?</td>
<td>I have phonograph. Who has a system for transmitting messages from a distance along a wire?</td>
</tr>
<tr>
<td>I have telegraph. Who has producing or emitting light/ or one who looks good in photographs?</td>
<td>I have photogenic. Who has a picture made using a camera?</td>
</tr>
</tbody>
</table>
Greek Roots

Words using Root

Root
Spelling/Vocabulary Assessment

Circle the misspelled word in the sentence. Spell it correctly on the blank provided.

1. Brady was told he could not watch television until he finishes his homework. ______________

2. You should always use the headphones provided when you are working on the computer. ______________

3. Please call me on the telephone if you have any trouble with directions. ______________

4. Although the phonograph was outdated, it still played beautiful music. ______________

5. We decided to watch the meteor shower through the telescope so it would be even more vivid. ______________

6. The reporter had to take a polygraph test to see if she was telling the truth about her report. ______________

7. The graphic novel was neat because of all of the pictures and captions. ______________

8. Photosynthesis is an important aspect of the life of green plants. ______________

9. We wanted to see the bacteria through the lens of the microscope. ______________

10. The photograph showed the flaws of the gymnast’s routine. ______________

11. We wanted to scope our opposing team so that we could be prepared for next week’s game. ______________

12. We had to graph our scores so that we could see our gains from one semester to the next. ______________
Circle the correct answer for each multiple choice question.

1. Our class will use microscopes to look at different small bacteria. The root word *scope* in microscope means
   a. to touch  b. to walk  c. to see  d. to laugh

2. Janie and Michael wanted to talk on the telephone everyday over the summer. The root word *tele* in telephone means
   a. a long distance  b. close to home  c. tomorrow  d. very hot

3. We listened to the phonograph at my grandmother's house yesterday. The root word *phono* in phonograph means
   a. light  b. sound  c. to capture  d. Pictures

Match the Greek root to the correct meaning.

4. phon  distance
5. photo  drawn, written
6. graph  light
7. tele  sound
8. scope  watch, see

Write the vocabulary word that means...

1. a distinguished academic ______________
2. to cause water or liquid to run out ______________
3. the study of the physical features of the Earth ______________
4. a newspaper or magazine that deals with a professional subject ______________
5. systematic instruction ______________
6. a record player ______________
7. an instrument for sound waves to be transmitted and amplified ______________
8. a half year term of school ______________
Week Sixteen
Spelling and Vocabulary Resources

Included:
Page 1: Spelling List sixteen

Pages 2-4: M-F Plans

Page 5: Greek roots matching (Monday)

Page 6: Vocabulary organizer (Monday)

Page 7: Vocabulary organizer (Tuesday)

Page 8: Vocabulary story and questions (Tuesday)

Pages 9: Vocabulary organizer homework (Wednesday)

Page 10-11: Vocabulary words and matches (Thursday)

Page 12: Vocabulary fill in the blank HW sheet (Thurs.)

Page 13-14: Spelling/Vocabulary Assessment (Friday)
Integrated Spelling and Vocabulary
Week Sixteen

Rule: Greek roots
ology, ologist, bio, geo, astro, hydro

1. biology
2. geology
3. astrology
4. hydrology
5. geography
6. geometry
7. biography
8. autobiography
9. antibiotic
10. biologist
11. geologist
12. astrologist
13. astronaut
14. hydrologist
15. hydroplane
16. hydrometer

ology - study of
hydro - water
geo - earth

ologist - one who studies
bio - life
astro - star

Vocabulary
1. jog v. run at a steady, gentle pace
2. brisk n. active, fast, energetic
3. atmosphere n. gases surrounding the earth
4. dune n. a ridge of sand
5. hurdle n. an obstacle
6. convince v. cause someone to believe in something
7. stroll v. walk in a leisurely way
8. dew n. tiny drops of water that form on cool surfaces at night
Week Sixteen
Spelling and Vocabulary Activities
Teacher Guide

Monday:

**Spelling:** Go over the spelling list for this week. Discuss the Greek roots ology, ologist, geo, bio, hydro, and astro. Discuss the meanings of the words. Complete the matching game and allow students to take them home to practice if needed.

Have students brainstorm more words using these roots.

**Vocabulary:** Go over the vocabulary words. Discuss the meaning of each word. Have students give examples and use in sentences.

**Homework:** Write spelling words 5x each; Choose a vocabulary word and complete the vocabulary graphic organizer on the vocabulary word of choice.
Week Sixteen
Spelling and Vocabulary Activities
Teacher Guide

Tuesday:
Spelling/vocabulary: Review the meanings of the Greek roots. Complete the vocabulary organizer on the Greek roots.

Homework: Write each spelling word in a sentence.
Vocabulary: Complete story and vocabulary questions.

Wednesday: Review the Greek roots with students. Review the roots from the previous week as well to check understanding and retention.
Vocabulary: Discuss vocabulary words and see if any are related. Discuss the relationship between stroll and jog. Have students come up with more words on the same continuum. Have them place the words in order of the most descriptive, etc. (Shades of meanings/word nuances)

Homework: Write each spelling word in ABC order.
Vocabulary: Complete the word graphic organizer on 2 of your vocabulary words.
Thursday: Review Greek roots.

Activity: Vocabulary: Pass out students vocabulary cards. Have them match to find the definition. Give each student a set to take home and study.

Homework: Have students write each spelling word in triangle words.

Vocabulary: Choose the vocabulary word to go into the correct sentence.

Friday:
Spelling and Vocabulary Assessment.
<table>
<thead>
<tr>
<th>ology</th>
<th>the study of</th>
</tr>
</thead>
<tbody>
<tr>
<td>ologist</td>
<td>one who studies</td>
</tr>
<tr>
<td>hydro</td>
<td>water</td>
</tr>
<tr>
<td>astro</td>
<td>star</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
</tr>
</tbody>
</table>
Greek Roots

Root:

Word examples:

Meaning of Root:

Picture of Root:

Form 2 sentence with words using this root:
1. ____________________________
2. ____________________________
Read the vocabulary story below. Complete the activities after reading the story.

My best friend has been trying to convince me to begin exercising every morning. However, I am not a morning person and I am exhausted every morning. After much convincing, I decided I would begin exercising when we were vacationing at the beach. I had always heard people like to jog while they were at the beach. My biggest hurdle would be waking up early. Once I finally did that, I walked down to the beach. I would love to just take a nice stroll, but I thought I could begin with a brisk walk instead. The air in the atmosphere is so clear in the mornings and the dew is still on the grass. My body was a feather it felt so light. I felt invigorated! I walked along the beach watching the waves roll by and the wind rush over the beautiful dunes. I can't believe how much I loved exercising in the mornings, specifically at the beach. I hope that I will like it just as much when we return from our vacation.

Activities:

1. Circle all of the vocabulary words.

2. Name a synonym and antonym for stroll.

3. The figurative language “My body was a feather” is an example of
   a. Metaphor    b. Personification   c. Simile    d. Idiom

4. Divide the word convince into correct syllables.

5. Which vocabulary word fits into the sentence below?

   The biggest __________ I would have to overcome for my diet would be the delicious pizza.

6. Are stroll and jog synonyms or antonyms? Explain your answer.

7. What transition words do you see in the story?
<table>
<thead>
<tr>
<th>Jog</th>
<th>Brisk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmosphere</td>
<td>Stroll</td>
</tr>
<tr>
<td>Dew</td>
<td>Dune</td>
</tr>
<tr>
<td>Hurdle</td>
<td>Convince</td>
</tr>
<tr>
<td>run at a steady, gentle pace</td>
<td>active, fast, energetic</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>gases surrounding the earth</strong></td>
<td>a ridge of sand</td>
</tr>
<tr>
<td><strong>an obstacle</strong></td>
<td>cause someone to believe in something</td>
</tr>
<tr>
<td><strong>walk in a leisurely way</strong></td>
<td>tiny drops of water that form on cool surfaces during the night</td>
</tr>
</tbody>
</table>
Vocabulary
Directions: Choose which vocabulary word correctly fits in the blanks below.

1. In order to go to sixth grade, we have to face the ________ of passing our test.

2. The _____________ felt very cool as the wind blew in the early morning.

3. I decided to take a ___________ run because I wanted to get home quickly so I could watch my favorite show on television.

4. The sand _____________ was so tall that we could have ridden down it like it was a slide.

5. Janie worked hard to ___________ her mom that she did not have homework Monday since they have it every day of the week.

6. We took a nice slow ___________ on the beach stopping to find seashells as we went along.

7. Rebecca likes to ___________ around the track every other day so that she can beat her time at their first track meet next week.

8. The ___________ was still on the grass as we walked across the lawn on our way to school.
Spelling/Vocabulary Assessment

Write the spelling words correctly on the lines provided below:

1. ____________________ 9. ____________________
2. ____________________ 10. ____________________
3. ____________________ 11. ____________________
4. ____________________ 12. ____________________
5. ____________________ 13. ____________________
6. ____________________ 14. ____________________
7. ____________________ 15. ____________________
8. ____________________ 16. ____________________

Match the correct Greek root to the meaning.

17. ology water
18. ologist life
19. hydro study of
20. astro one who studies
21. bio star
Choose the correct meaning of the underlined word. Use the Greek root to determine the meaning.

1. We went to the astrologist to ask questions about the constellation Orion’s best. The Greek root astro means
   a. moon  b. star  c. alphabet  d. sun

2. The biology class taught me the difference between inherited traits and learned behaviors. The root bio in biology means
   a. alphabet  b. science  c. life  d. study

3. The hydrometer helped me to measure the amount of rainfall during the flood. The root hydro in the word hydrometer means
   a. To measure  b. life  c. Fire  d. water

4. I could not wait to get to my geology class so that I could learn more about our earth. The root ology in geology means
   a. study of  b. earth  c. life  d. water

5. Rachel loved being a psychologist because she was able to help people with their problems. The root ologist in the word psychologist means
   a. star  b. life  c. star  d. one who studies

Write the vocabulary word that means...

1. a ridge of sand ______________
2. to cause someone to believe in something ______________
3. tiny drops of water that form on cool surfaces during the night ______________
4. active, fast, energetic ______________
5. an obstacle ______________
6. walk in a leisurely way ______________
7. run at a steady, gentle pace ______________

Word Bank
jog, brisk, convince, stroll, hurdle, atmosphere, dune, dew
CREDITS AND RESOURCES

Frames were used from Ink and Little Things
Click here for more awesome products:

http://www.teacherspayteachers.com/Store/Ink-N-Little-Things

Graphics throughout the program come from

Graphics from the pond: Check out their amazing store:
http://www.teacherspayteachers.com/Store/Graphics-From-The-Pond

Sonya Dehart Designs: Amazing products found here:
http://www.teacherspayteachers.com/Store/Sonya-Dehart-Design
Check out my 1st Quarter Best seller

http://www.teacherspayteachers.com/Product/5th-Grade-Spelling-and-Vocabulary-Common-Core-Complete-Program-778868

Visit my store for more Common Core:

http://www.teacherspayteachers.com/Store/Kathryn-Willis-4

Thank you!
Kathryn Willis