

# 2ND QUARTER

5<sup>th</sup> Grade

## Spelling and Vocabulary

Complete 5<sup>th</sup> grade spelling and vocabulary program  
Standards: ELA5CCL1, ELA5CCL4, ELA5CCL5, ELA5CCL6  
Over 120 pages of research based strategies to address all spelling and vocabulary 5<sup>th</sup> grade standards

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

**Complete Common  
Core Aligned Program**

**CHECK OUT MY 1<sup>ST</sup> QUARTER PROGRAM**

## 5<sup>th</sup> Grade Spelling and Vocabulary Unit Weeks 9-16

This is a 5<sup>th</sup> grade spelling and vocabulary unit. It contains spelling and vocabulary lists and activities related to Common Core Standards. This unit is for the 2<sup>nd</sup> 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, thesauruses), 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 weeks 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 5<sup>th</sup> 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 5<sup>th</sup> grade standards and skills as well as 5<sup>th</sup> 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    |

Name 5 More words using il-
_____
_____
_____
_____
Name 5 More Words using mis-
_____
_____
_____
_____

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

Hint: Find the prefix and root word. Separate the word by its parts. This will help with the spelling and the meaning of the word.

### 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

Week Nine  
Spelling and Vocabulary Activities  
Teacher Guide

**Monday:**

**Spelling:** Review prefixes and root words. Refer back to the anchor chart from 1<sup>st</sup> 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.

Week Nine  
Spelling and Vocabulary Activities  
Teacher Guide

**Thursday:** Review synonyms and Prefixes with class. Discuss synonyms of vocabulary words.

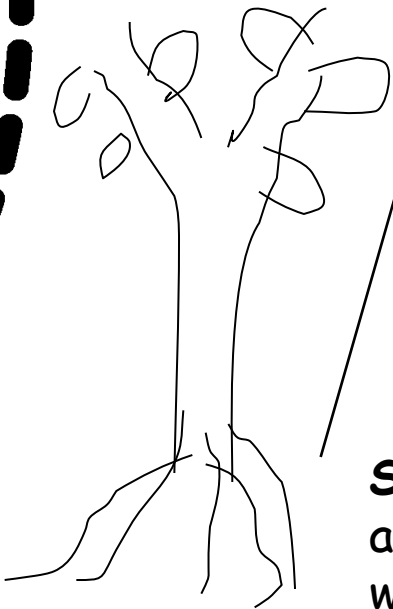
**Homework:** Study spelling pattern/context clues for assessment.

**Vocabulary:** Review vocabulary words.

**Friday:**  
Spelling and Vocabulary Assessment.

# What are Roots?

**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:

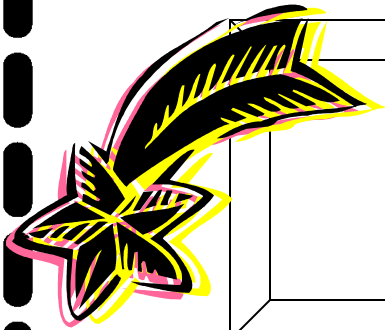
Rewrite: The base word is write. The prefix comes before, so the prefix is Re. Adding the prefix changes the meaning of the word. Re means to write again, so rewrite means to write the word again.

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.



Definition:

Sentence:



# Word

Picture:

Synonyms:

Antonyms:

Prefixes/Suffixes:

Homographs/Homophones:

Name \_\_\_\_\_ Date \_\_\_\_\_

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 5<sup>th</sup> 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:

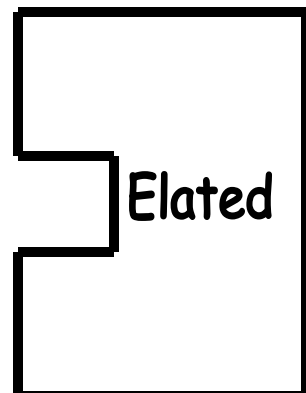
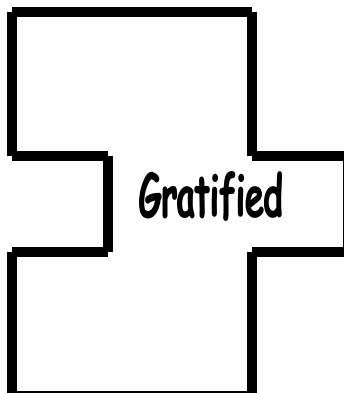
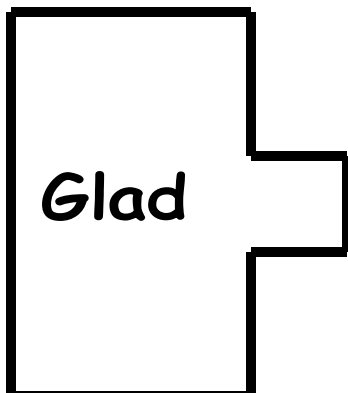
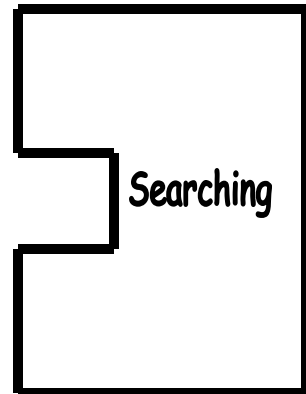
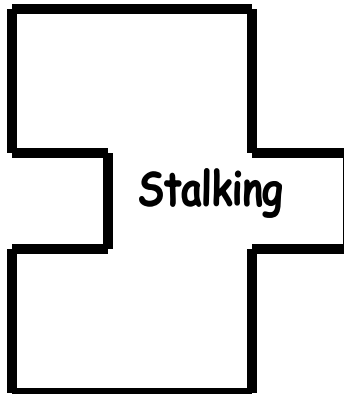
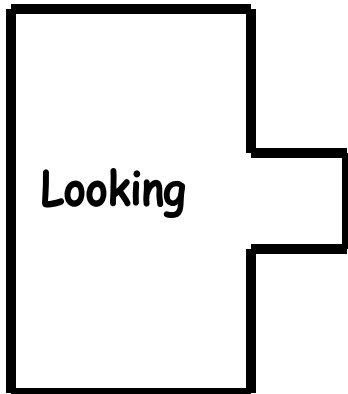
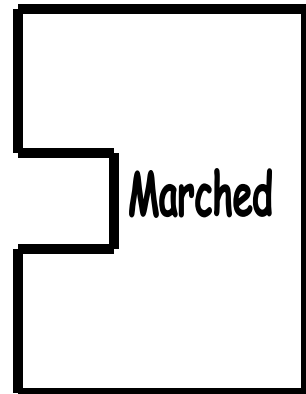
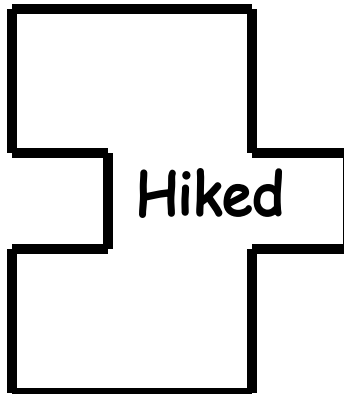
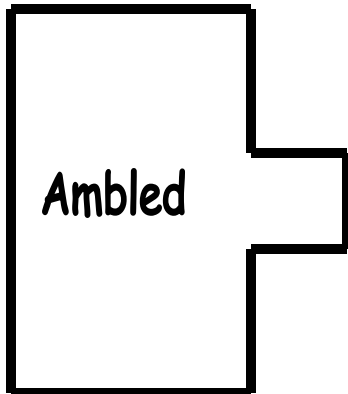
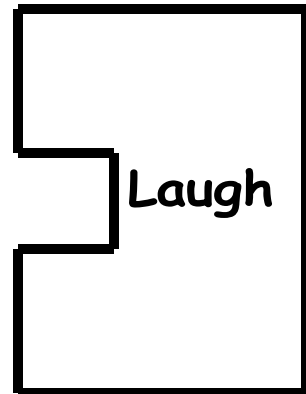
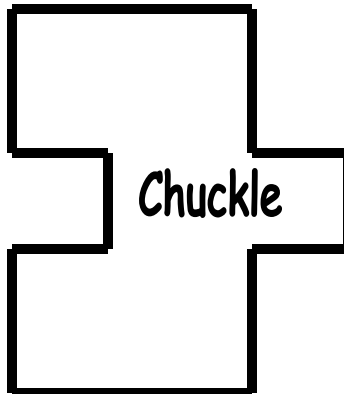
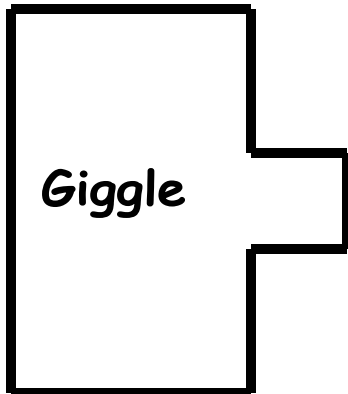
1. Circle all of the vocabulary words.
2. What context clues help you determine the meaning of the word confidence?
3. What is a synonym for the word instruct?
4. There are 2 examples of similes and an example of a metaphor in the story. Name 1 simile: \_\_\_\_\_ What was the metaphor? \_\_\_\_\_
5. 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.

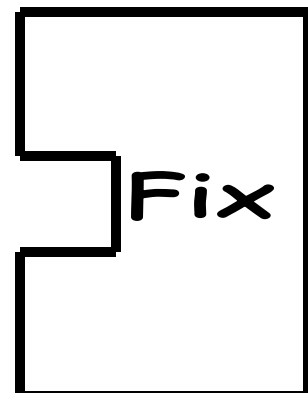
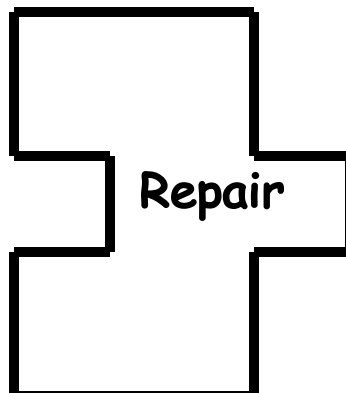
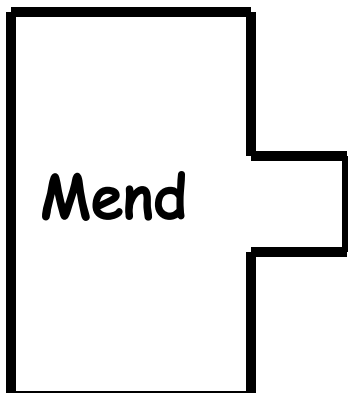
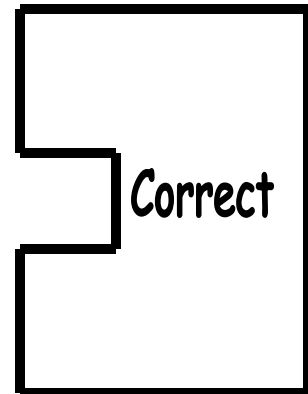
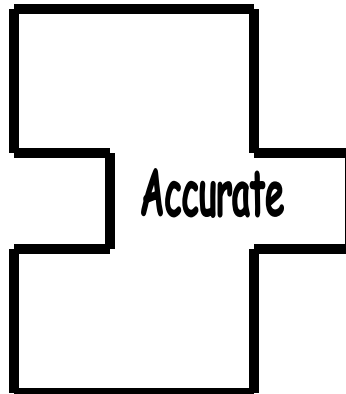
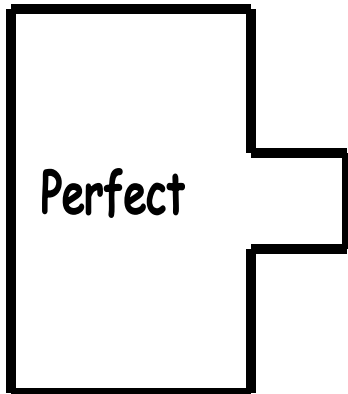
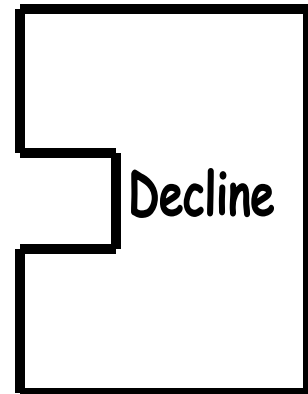
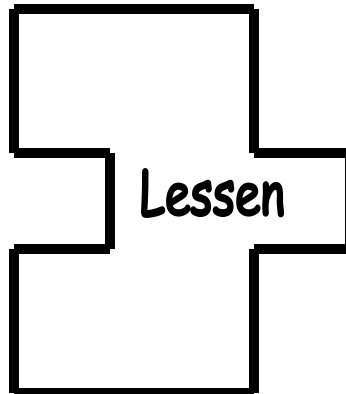
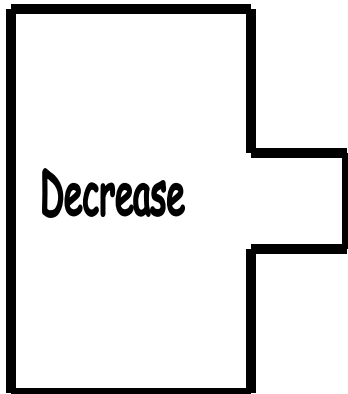
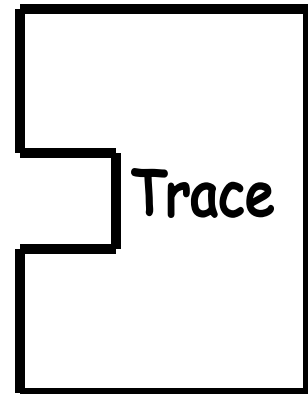
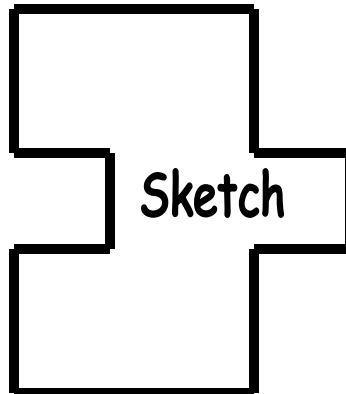
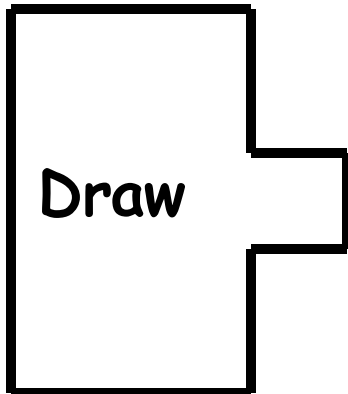
# Synonym Puzzles

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.



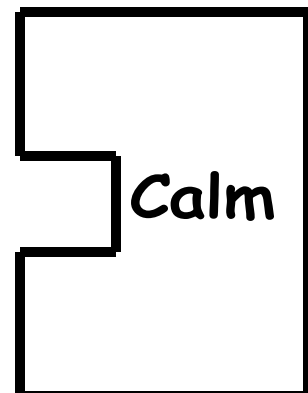
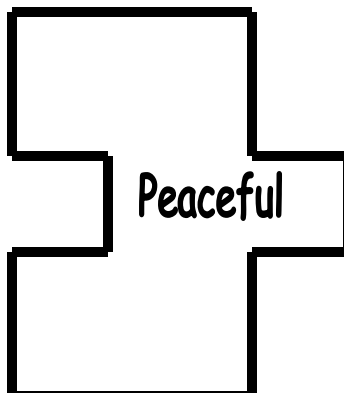
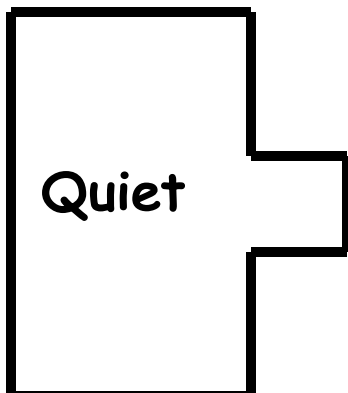
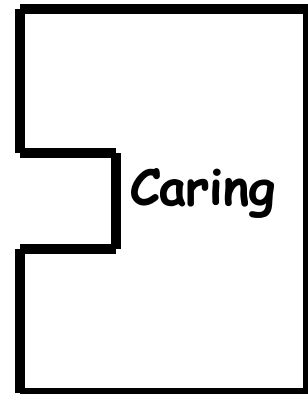
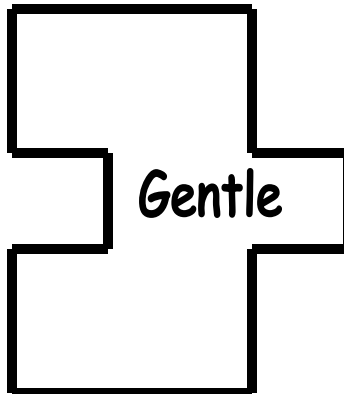
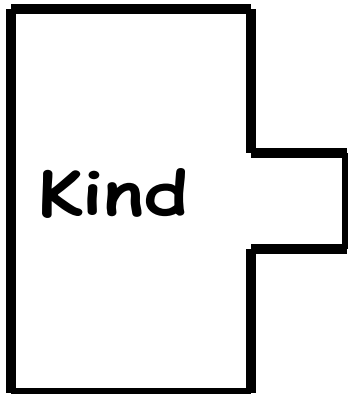
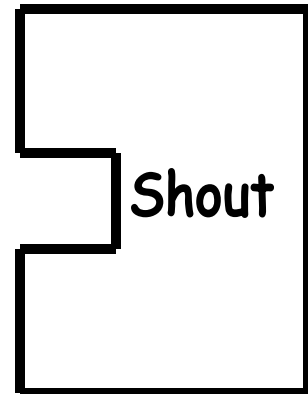
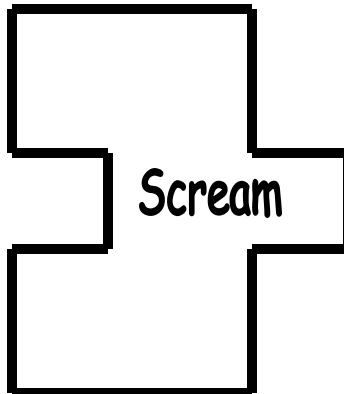
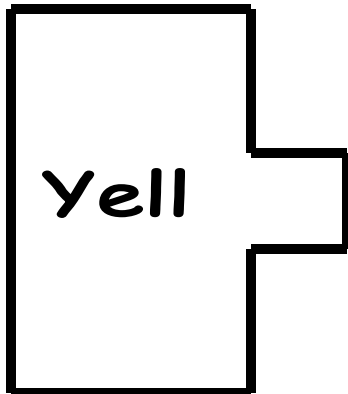
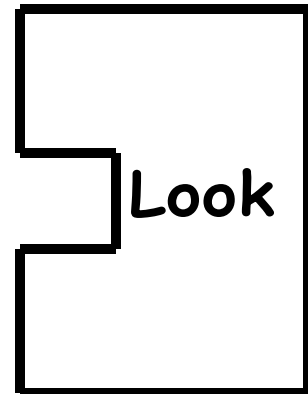
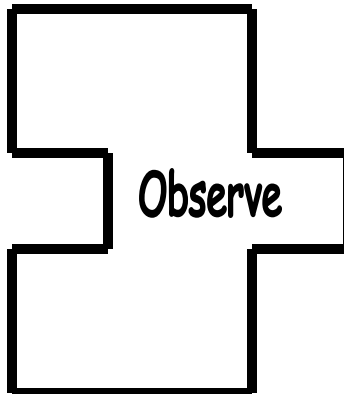
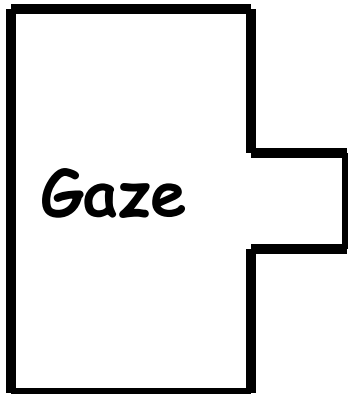
# Synonym Puzzles

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.



# Synonym Puzzles

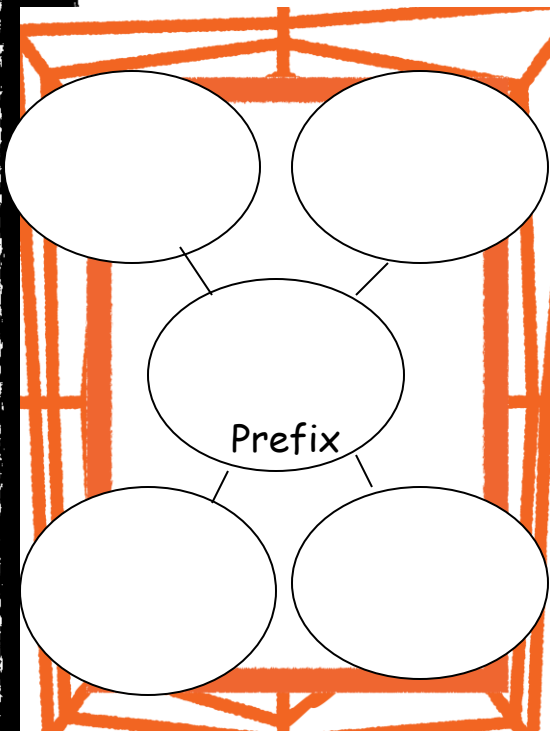
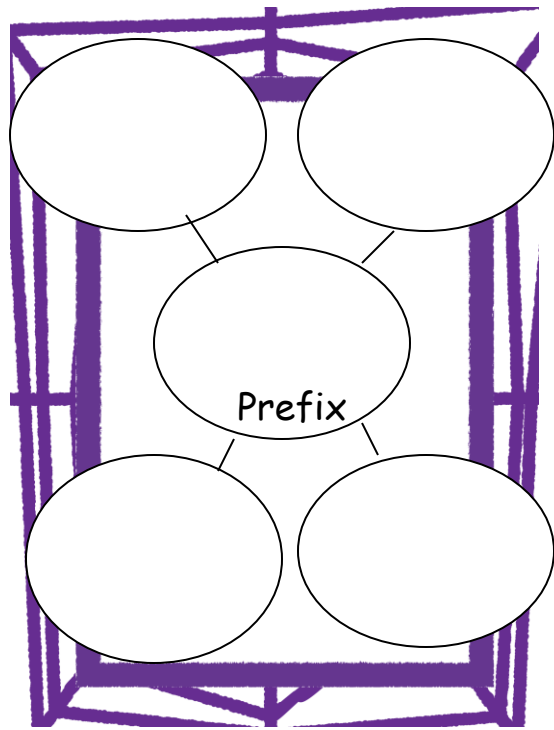
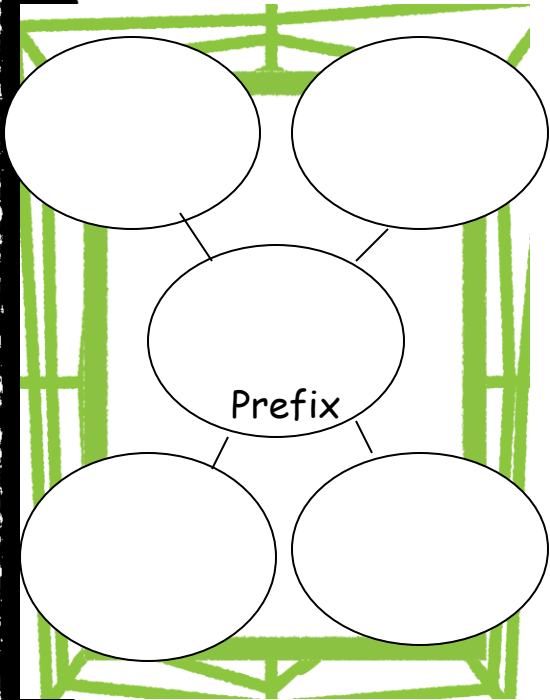
Directions: Print the following puzzles on card stock. Cut into puzzles. Mix the cards and have students make puzzles connecting three different words that are synonyms.





Name \_\_\_\_\_

# Prefix Webs



Directions: Place a prefix in the middle circle. Add words that use the prefix to change their base word meaning.

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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. incorect | imcorrect | 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. \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

### 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 \_\_\_\_\_

<p><u>Word Bank</u> inventor, indignant, autograph, instruct, confidence, poverty</p>
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# 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    | 9. honestly    |
| 2. darkness    | 10. definitely |
| 3. awareness   | 11. friendly   |
| 4. forgiveness | 12. exactly    |
| 5. sadness     | 13. angrily    |
| 6. weakness    | 14. happily    |
| 7. scariness   | 15. speedily   |
| 8. happiness   | 16. guiltily   |

Name 5 More words using -ly

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Name 5 More Words using -ness

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-ly: in what manner

-ness: state or quality (turns the word into a noun)

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

Week Ten  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

Week Ten  
Spelling and Vocabulary Activities  
Teacher Guide

**Thursday:**

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

Homework: Study spelling pattern/suffixes/antonyms for assessment.

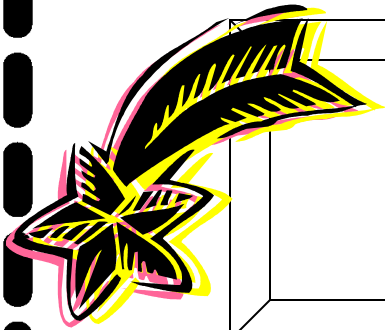
Vocabulary: Complete graphic organizer using 1 of your vocabulary words.

**Friday:**

Spelling and Vocabulary Assessment.

Definition:

Sentence:



# Word

Picture:

Synonyms:

Antonyms:

Prefixes/Suffixes:

Homographs/Homophones:

Name \_\_\_\_\_ Date \_\_\_\_\_

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

Suffix

Suffix

Word

Word

Picture

Picture

Sentence

Sentence



Name \_\_\_\_\_ Date \_\_\_\_\_

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

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.

# Antonym Task Cards

1. The lion in the story was very timid.

- a. shy
- b. courageous
- c. careful

2. What was your response to the teacher?

- a. answer
- b. joke
- c. question

3. The hurricane in the Gulf of Mexico was a gentle storm.

- a. kind
- b. huge
- c. violent

4. The clear glass bottle once held medicine used during Colonial times.

- a. opaque
- b. brown
- c. clean

5. John is very vain about his acting accomplishments.

- a. happy
- b. excited
- c. modest

6. The ambulance paramedics leisurely worked at the car accident.

- a. urgently
- b. carefully
- c. slowly

7. Addy carelessly put all the books on the shelf.

- a. carefully
- b. quickly
- c. swiftly

8. Akasha collected the food in the dog's pen.

- a. planted
- b. scattered
- c. watered

# Antonym Task Cards

9. The photographer asked the children to grimace for the camera.

- a. smile
- b. frown
- c. scowl

10. It was a normal day when the clown walked into the classroom.

- a. regular
- b. strange
- c. sunny

11. The ferocious dog went to sleep.

- a. mean
- b. angry
- c. calm

12. Who understands how to answer the difficult math question?

- a. hard
- b. funny
- c. simple

13. Jess and Matt angrily carried the books for their teacher.

- a. happily
- b. sullenly
- c. quickly

14. Harry sat cheerfully outside the principal's office.

- a. laughingly
- b. suddenly
- c. sullenly

15. The girls were very friendly when we first met them.

- a. helpful
- b. closely
- c. rude

16. My mother always tells me to wear foolish shoes.

- a. new
- b. white
- c. sensible

# Antonym Task Cards

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

Name \_\_\_\_\_

# Antonym Task Cards Recording Sheet

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.

Name \_\_\_\_\_

# Antonym Task Cards Answer Sheet

1. B. courageous	2. C. question	3. C. violent	4. B. brown
5. C. modest	6. A. urgently	7. A. carefully	8. B. scattered
9. A. smile	10. B. strange	11. C. calm	12. C. simple
13. A. happily	14. C. sullenly	15. C. rude	16. C. sensible
17. A. dry	18. B. carefully	19. B. catch	20. A. agile
21. A. slow	22. B. striking	23. C. agitated	24. B. hopeful

Name \_\_\_\_\_

## Vocabulary Graphic Organizer

**Definition:**

**Word used in a sentence:**

**Synonyms:**

**Antonyms:**



**Word**

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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)

Root Word	-ly/-ness	New word
Kind		
Guilty		
Happy		
Sad		
Quick		

Add the suffix -ly to three words. Write a rule about how to use it: \_\_\_\_\_

Rule: \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

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...

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 \_\_\_\_\_

<p><u>Word Bank</u> kindness, properly, sincerely, sickness, recently, entirely</p>
---

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

Week Eleven  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

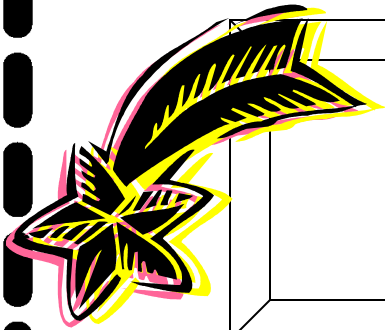
**Vocabulary:** Study vocabulary words.

**Friday:**

Spelling and Vocabulary Assessment.

Definition:

Sentence:



# Word

Picture:

Synonyms:

Antonyms:

Prefixes/Suffixes:

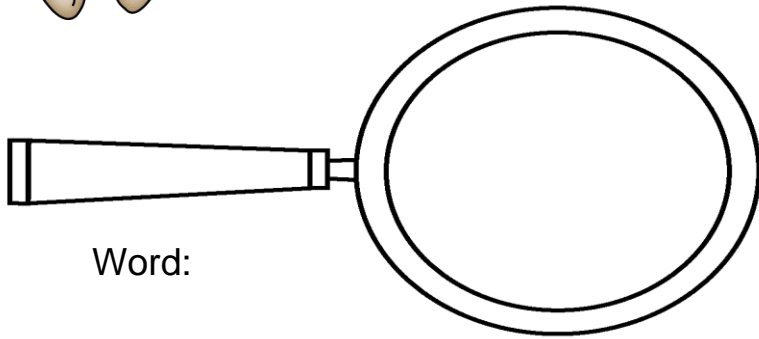
Homographs/Homophones:

Name \_\_\_\_\_

Date \_\_\_\_\_



# Searching for Context Clues



Word:

Clues

Definition

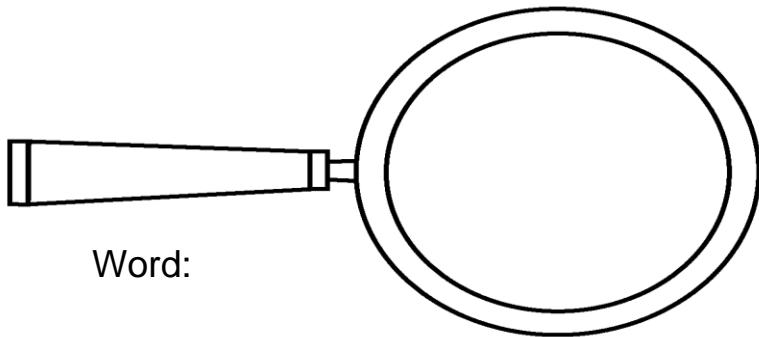
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Word:

Clues

Definition

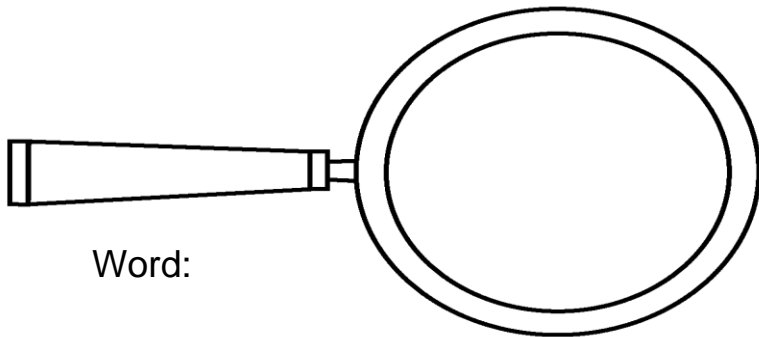
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Word:

Clues

Definition

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Name \_\_\_\_\_ Date \_\_\_\_\_

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:

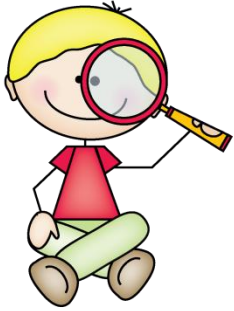
1. Circle all of the vocabulary words.
2. Write an antonym for the word subtraction. Why is this an antonym?
3. In what reference book do we look in to find synonyms for words? Give a synonym for the word obedient.
4. Divide poisonous into syllables.
5. Which vocabulary word fits into the sentence below?

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?

Name \_\_\_\_\_

Date \_\_\_\_\_



# Spelling Patterns: ie, ei

Write your spelling words in the correct categories.

ie- long e sound (7)

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ei- long a sound (6)

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ei- long e sound (2)

---

---

ie- other sound (1)

---

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 \_\_\_\_\_

# Context Clues Task Cards

1. The diagram in the book shows a picture of a tree with all of its parts labeled.

2. Volante will succeed in her dream to go to college because she works hard and gets good grades.

3. Since the value of the coupon was 15% off, we got a great discount.

4. When Qua got in trouble, his teacher denied him of his recess time.

5. We used a truck to haul all the trash to the dump.

6. Tytionna won the spelling bee and now she likes to boast that she's the best speller in school.

7. I was outside during the rainstorm and now my clothes are drenched and dripping with water.

8. Colton wanted to roam around the park and look at trees and flowers, since he didn't have any plans.

# Context Clues Task Cards

9. The car stopped so the pedestrian could cross the street.

10. We painted the exterior of our house with paint that protects it from wind and rain.

11. Amber was shivering this morning because she forgot to wear her jacket.

12. Many families live in poverty and don't have enough food to eat or a safe home to live in.

13. My dress had a small hole, and I need to mend it so that I can wear it to the party.

14. Renauta didn't get enough sleep last night, so she was drowsy all day.

15. Aim for the middle circle on the dartboard and try to hit it with the dart.

16. The old cat is feeble and unable to walk or play much anymore.

Name \_\_\_\_\_

## Context Clues Task Cards Recording Sheet

Directions: Read the matching sentence card. Using context clues, circle the meaning of the correct definition on this recording sheet.

1. a. a plant or flower b. the cover of a book c. a drawing that has information about something	2. a. to challenge someone b. to accomplish a goal c. to change your mind about something
3. a. to get a discount b. to pay for something using a check c. the worth of something	4. a. to give someone something b. to say yes to something c. to say no to something
5. a. the person who drives a truck b. to carry c. a place to take unwanted things	6. a. to yell loudly b. a person who likes boats c. to speak too proudly about yourself
7. a. to be rainy for many days b. to have many holes c. very wet	8. a. to wander b. to run very fast c. to hurry
9. a. to fix a car b. a stop light c. a person who is walking	10. a. the inside b. the outside c. a yard or lawn
11. a. shaking from being cold b. to be late for school c. to be upset	12. a. to be very happy b. the state of being poor c. a bowl for plants
13. a. to buy something new b. to fix c. a special event	14. a. sleepy b. awake c. unable to swim
15. a. to point toward a target b. to throw something very fast c. to be on a team	16. a. a pet b. active c. weak

Name \_\_\_\_\_

# Context Clues Task Cards Answer Sheet

Directions: Read the matching sentence card. Using context clues, circle the meaning of the correct definition on this recording sheet.

1. a. a plant or flower b. the cover of a book c. <b>a drawing that has information about something</b>	2. a. to challenge someone b. <b>to accomplish a goal</b> c. to change your mind about something
3. a. to get a discount b. to pay for something using a check c. <b>the worth of something</b>	4. a. to give someone something b. to say yes to something c. <b>to say no to something</b>
5. a. the person who drives a truck b. <b>to carry</b> c. a place to take unwanted things	6. a. to yell loudly b. a person who likes boats c. <b>to speak too proudly about yourself</b>
7. a. to be rainy for many days b. to have many holes c. <b>very wet</b>	8. a. <b>to wander</b> b. to run very fast c. to hurry
9. a. to fix a car b. a stop light c. <b>a person who is walking</b>	10. a. the inside b. <b>the outside</b> c. a yard or lawn
11. a. <b>shaking from being cold</b> b. to be late for school c. to be upset	12. a. to be very happy b. <b>the state of being poor</b> c. a bowl for plants
13. a. to buy something new b. <b>to fix</b> c. a special event	14. a. <b>sleepy</b> b. awake c. unable to swim
15. a. <b>to point toward a target</b> b. to throw something very fast c. to be on a team	16. a. a pet b. active c. <b>weak</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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 nieghbor, Mrs. Lisa, who was full of greef. 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 wiegh a ton together, so there is no telling how they carried them out. Jamal thought it was heartless for someone to deceeve poor Mrs. Lisa. So, he decided that he was going to try to catch the thief! He devised and formed a plan on a peece of paper. He would begin looking for clues around her house. Hopefully the thefe had left something for him to go on. He truly wanted to beleve that he could do something to help Mrs. Lisa. She was his frend and would not even want to recieve 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 \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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  
\_\_\_\_\_

<p style="text-align: center;"><u>Word Bank</u> synonym, construct, subtraction, stubborn, obedient, poisonous, oppose</p>
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# 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

- |            |               |
|------------|---------------|
| 1. guessed | 9. principal  |
| 2. guest   | 10. principle |
| 3. pear    | 11. aloud     |
| 4. pair    | 12. allowed   |
| 5. night   | 13. hare      |
| 6. knight  | 14. hair      |
| 7. choose  | 15. through   |
| 8. chews   | 16. threw     |

Name 5 More sets of homophones

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

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

- brace-**
  - v. to prepare oneself for something difficult or unpleasant
  - n. a support that steadies or strengthens
- shrink-**
  - v. to become smaller in size
  - n. a doctor who specializes in psychology
- bore-**
  - v. to tire by being dull or uninteresting
  - v. to make a hole in or through something
- passage-**
  - n. a portion or section of a written work or paragraph
  - n. an opening by which a person or thing may pass
- crane-**
  - v. to strain or stretch in order to see better
  - n. a device that lifts and moves heavy objects

Week Twelve  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

Week Four  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

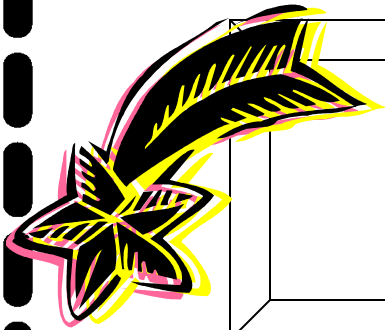
Vocabulary: Study vocabulary definitions.

**Friday:**

Spelling and Vocabulary Assessment.

Definition:

Sentence:



# Word

Picture:

Synonyms:

Antonyms:

Prefixes/Suffixes:

Homographs/Homophones:



Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Circle the correct form of the homophone to correctly complete the sentence.

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 buy 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.
6. "That dog always (choose, chews) my shoes!" Andrea exclaimed.
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.**

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

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Name \_\_\_\_\_

Date \_\_\_\_\_

# Multiple Meaning Words

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Meaning

Word

Meaning

--	--	--

Meaning

Word

Meaning

--	--	--

Meaning

Word

Meaning

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Meaning

Word

Meaning



Name \_\_\_\_\_ Date \_\_\_\_\_

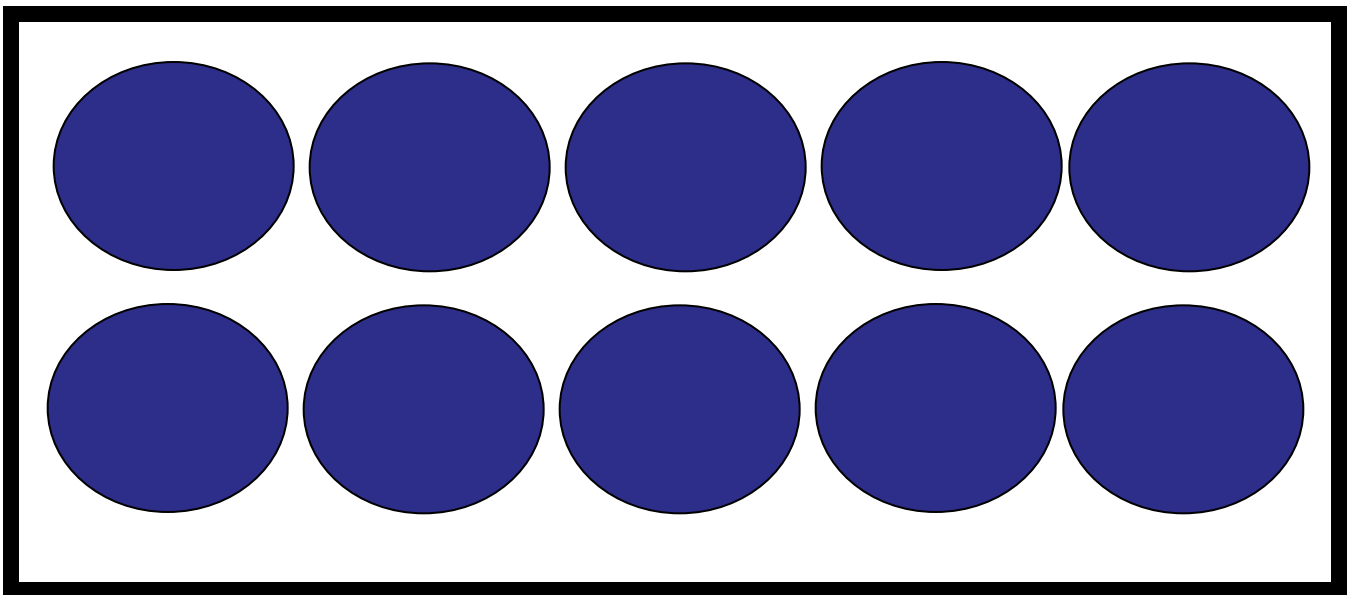
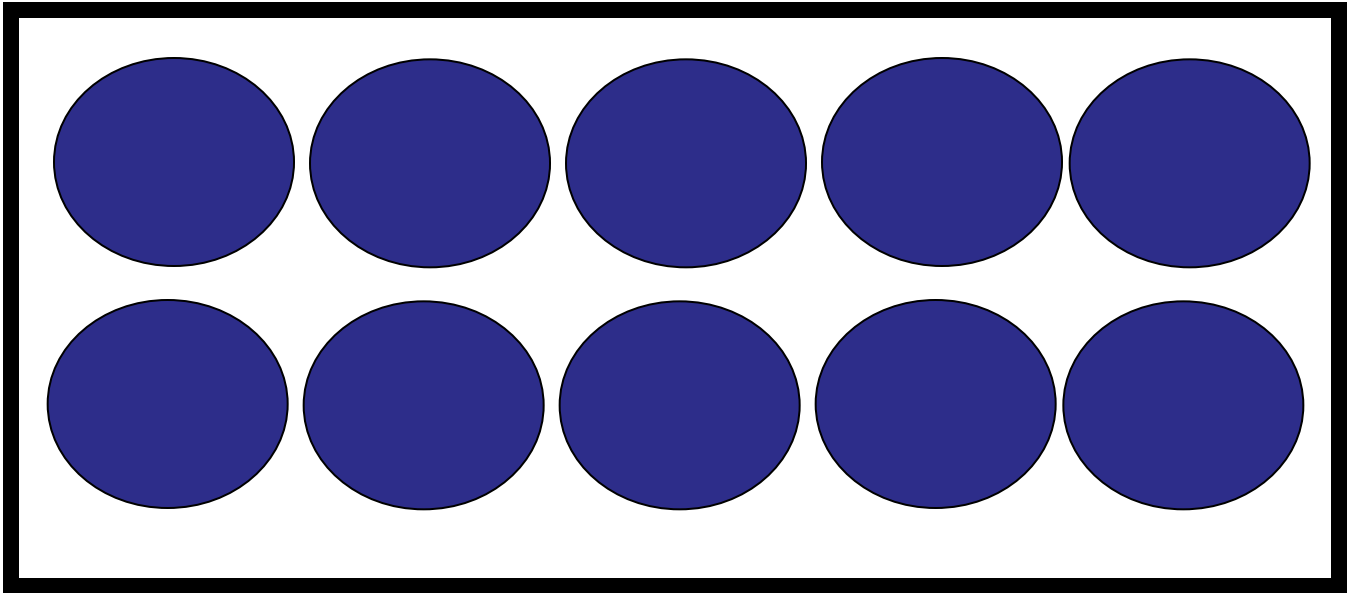
Read the vocabulary story below. Complete the activities after reading the story.

"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!

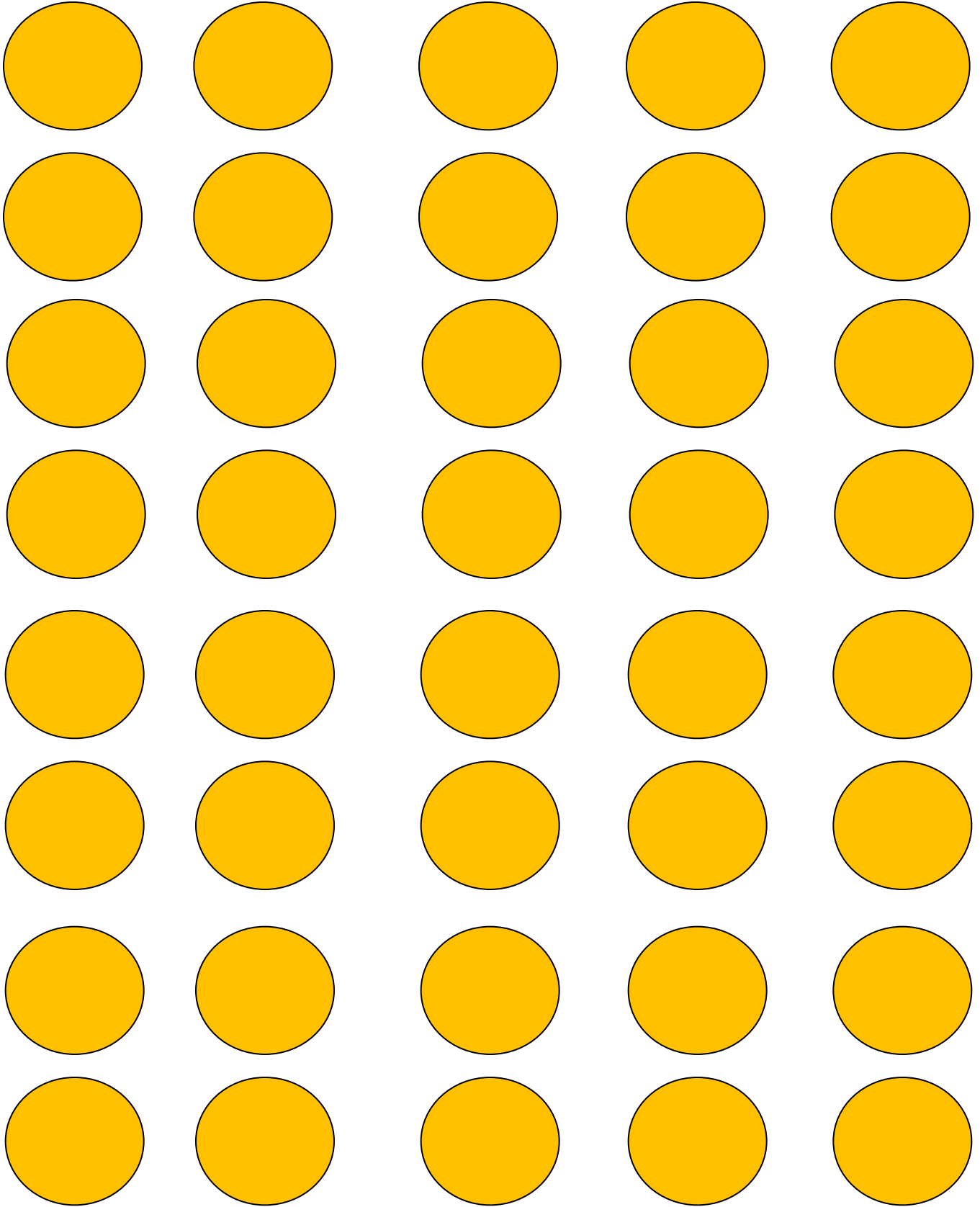
1. Circle all of the vocabulary words.
2. Give two definitions of the word crane.
3. Circle the definition of the word crane as used in the paragraph above.  
a. a type of bird      b. a device used to lift heavy objects      c. to strain to see something
4. Name a synonym for the word passage.
5. Circle 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.



Tokens



## Question Cards

1. My table measures one \_\_\_\_\_ long. Can we go out and play in the \_\_\_\_\_.

- a. foot      b. yard
- c. inch      d. pool

2. Jamil went inside because he was too \_\_\_\_\_. I caught a \_\_\_\_\_, and now I have to miss the game.

- a. tired      b. sleepy
- c. ball      d. cold

3. My family puts our savings in the \_\_\_\_\_. We swam to the \_\_\_\_\_ of the river.

- a. Bank      b. store
- c. shore      d. check

4. I love to \_\_\_\_\_ at the park. Lydia is the star of the school \_\_\_\_\_.

- a. swing      b. musical
- c. be      d. play

5. Andy would like another dinner \_\_\_\_\_. Kellie did a forward \_\_\_\_\_ in gym class today.

- a. plate      b. tumble
- c. salad      d. roll

6. I got my dad a new \_\_\_\_\_ for his birthday. We will \_\_\_\_\_ the fireworks show on July 4<sup>th</sup>.

- a. present      b. see
- c. watch      d. tie

7. My \_\_\_\_\_ goldfish is named Swimmy. You can \_\_\_\_\_ the dog because he is nice.

- a. other      b. play
- c. see      d. pet

8. Mom said to \_\_\_\_\_ an extra cheeseburger. I put all my books in alphabetical \_\_\_\_\_.

- a. shelves      b. library
- c. buy      d. order

9. Be careful or you will \_\_\_\_\_ the glass. After the test, we will take a 15 minute \_\_\_\_\_.

- a. recess      b. break
- c. nap      d. crack

10. I \_\_\_\_\_ my face with soap and water every day. The tide is about to come in and \_\_\_\_\_ away our castle.

- a. wash      b. clean
- c. Destroy      c. take

11. The surfers rode the tall ocean \_\_\_\_\_. \_\_\_\_\_ goodbye to grandma.

- a. water      b. wave
- c. say      d. kiss

12. My mom makes delicious \_\_\_\_\_ soup. He is about to \_\_\_\_\_ the bug with his shoe.

- a. vegetable      b. squash
- c. catch      d. tasty

## Question Cards

13. Bill bought blue, red, and yellow \_\_\_\_\_ at the art store. My dad helped me \_\_\_\_\_ my toy wagon.

- a. colors    b. paint
- c. pens      d. build

14. First, \_\_\_\_\_ the eggs and then put them in the pan. I hope the Tigers \_\_\_\_\_ the Blue Jays in the game on Saturday.

- a. scramble    b. beat
- c. win          d. cold

15. That colorful \_\_\_\_\_ of fish swam by quickly. Tomorrow, my sister starts her first day of \_\_\_\_\_.

- a. group      b. school
- c. class      d. herd

16. The little \_\_\_\_\_ ran into the hole. The \_\_\_\_\_ that came with the computer isn't working right.

- a. Rabbit      b. Keyboard
- c. Mouse      d. Monitor

17. We put marshmallows on a \_\_\_\_\_ and roasted them. Be careful, or the pages will \_\_\_\_\_ together.

- a. Stick      b. Hot chocolate
- c. Fold      d. Fire

18. The hungry dog looks thin and \_\_\_\_\_. If you \_\_\_\_\_ on the shelf, it will fall over.

- a. Angry      b. Stand
- c. Poor        d. Lean

19. Leather is made from the \_\_\_\_\_ of a cow. My favorite game is \_\_\_\_\_ and seek.

- a. Skin        b. Hide
- c. Catch      d. Fur

20. Don't \_\_\_\_\_ up against the wet paint. I need to \_\_\_\_\_ my hair.

- a. Comb      b. Book
- c. Brush      d. Lean

21. I love the \_\_\_\_\_ show at the aquarium. Make sure to \_\_\_\_\_ the envelope so nothing falls out.

- a. Dolphin    b. Whale
- c. Seal        d. Close

22. Mom can \_\_\_\_\_ any emergency. The \_\_\_\_\_ on my suitcase broke.

- a. Handle    b. Fix
- c. Lock      d. Lid

23. Don't \_\_\_\_\_ or throw your trash on the beach. My cat just had a \_\_\_\_\_ of kittens.

- a. Waste      b. Bunch
- c. Litter      d. Lot

24. I weighed myself on the \_\_\_\_\_. He watched the rock climber \_\_\_\_\_ the rock.

- a. Climb      b. scale
- c. Jump      d. Pounds

Name \_\_\_\_\_

Date \_\_\_\_\_

**Answer Card**

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

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Spelling/Vocabulary Assessment

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.  
a. Not dark                      b. Not weighing much                      c. Something illuminated
  
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   | 9. doesn't  |
| 2. they've  | 10. there's |
| 3. couldn't | 11. it's    |
| 4. won't    | 12. haven't |
| 5. don't    | 13. they're |
| 6. aren't   | 14. I've    |
| 7. wouldn't | 15. we're   |
| 8. we'll    | 16. I'll    |

Name 5 More words that have contractions

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

### Vocabulary

- grave adj. serious
- produce v. to make or manufacture
- decrease v. to make or become smaller in size
- increase v. to make or become larger in size
- population n. all the inhabitants of a particular area or country
- determine v. establish exactly as a result of research or calculation
- drought n. a long period of no rainfall
- immense adj. extremely large or great

Week Thirteen  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

Week Thirteen  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

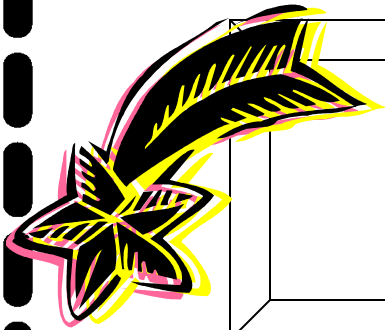
**Activity:** Vocabulary: Review synonyms and antonyms.  
Discuss the relationship between words and synonyms and antonyms.

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

**Friday:**  
Spelling and Vocabulary Assessment.

Definition:

Sentence:



# Word

Picture:

Synonyms:

Antonyms:

Prefixes/Suffixes:

Homographs/Homophones:

# Story Starters

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...

Name \_\_\_\_\_

Date \_\_\_\_\_

Synonym	WORD	Antonym
	Population	
	Decrease	
	Increase	
	Drought	
	Determine	
	Immense	
	Produce	
	Grave	



Name \_\_\_\_\_ Date \_\_\_\_\_

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

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](http://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.

Name \_\_\_\_\_

Date \_\_\_\_\_

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 \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Definition	Picture
Synonyms:	Antonyms:
<b>Word</b>	
Sentence:	Sentence:

Definition	Picture
Synonyms:	Antonyms:
<b>Word</b>	
Sentence:	Sentence:

Name \_\_\_\_\_

Date \_\_\_\_\_

### Spelling/Vocabulary Assessment

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! Wee're going to the beach for spring break! Woohoo! Ive already gotten our place to stay. It was really happening. We have'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 woldn't even care if it rained every day! I dont think that would happen, though, since there has basically been a drought this year. We arrn'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 theyer staying in a different condominium. It dosen't matter because we will meet up together every day on the beach. It wonn't even bother me that our room doesn't have an ocean view. At least wel'l 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.

Words	Contraction
did not	
	there's
	I'll
it is	

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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 \_\_\_\_\_

<p style="text-align: center;"><u>Word Bank</u> population, decrease, increase, drought, determine, immense, produce, grave</p>
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# 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

- |              |               |
|--------------|---------------|
| 1. magical   | 9. agile      |
| 2. dangerous | 10. giant     |
| 3. nudge     | 11. orange    |
| 4. pledge    | 12. emergency |
| 5. challenge | 13. germ      |
| 6. engine    | 14. gentle    |
| 7. genuine   | 15. legend    |
| 8. giraffe   | 16. agent     |

Name 5 more words that have the soft "g" sound

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hint: In front of an e, i, or y, the letter "g" usually has a soft sound such as the "j" sound in gem.

### Vocabulary

1. **bewilder** v. cause someone to be confused
2. **dread** v. anticipate with great fear
3. **brag** v. say in a boastful manner
4. **equipment** n. the necessary items for a particular purpose
5. **gym** n. A gymnasium
6. **brilliant** adj. exceptionally clever or talented
7. **entertainment** n. the act of providing enjoyment

Week Fourteen  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

Week Fourteen  
Spelling and Vocabulary Activities  
Teacher Guide

**Thursday:** Review the soft "g" spelling pattern. Have students discover more words that would fit the pattern. Make a chart showing new words.

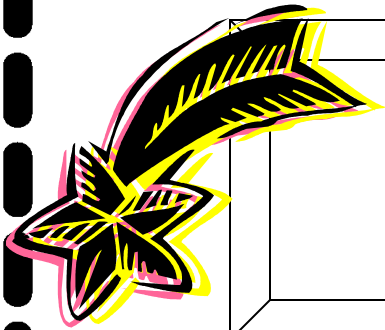
**Activity:** Vocabulary: Pass out students magazines. Have them go through the magazine to find pictures in which they can write a simile. If they found a messy room, they could write the simile "My room is as messy as a pig pen." Students would then draw a picture of the pig pen under the simile part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

Definition:

Sentence:



Word

Picture:

Synonyms:

Antonyms:

Prefixes/Suffixes:

Homographs/Homophones:

# Similes

A simile compares two things  
using like or as

The frog's eyes sparkled  
like diamonds



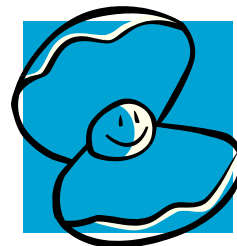
Life is like a box of chocolates



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.

She is very busy.	★	She is busy as a bee!	😊
The girl is very cute.	★	The girl is as cute as a kitten.	😊
The boy could not see well.	★	He is as blind as a bat.	😊
Ray is very happy.	★	Ray is as happy as a clam.	😊
The gymnast moves very well.	★	They gymnast is as agile as a monkey.	😊
I love the girl.	★	My love for her is like a red, red rose.	😊
I slept very good last night.	★	Last night, I slept like a dog.	😊
Please move now.	★	Don't just sit there like a bump on a log.	😊
He eats too much.	★	He eats like a pig.	😊
She is very skinny.	★	She is as thin as a toothpick.	😊
This class is boring.	★	This class is like watching grass grow.	😊
The boys fight all the time.	★	The boys fight like cats and dogs.	😊

Name \_\_\_\_\_ Date \_\_\_\_\_

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

Name \_\_\_\_\_ Date \_\_\_\_\_

**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.

as clean as _____	as blind as _____
as cold as _____	as cute as _____
as stubborn as _____	as quick as _____
as hungry as _____	as big as _____
as light as _____	eat like a _____
drink like a _____	sparkled like _____

Name \_\_\_\_\_ Date \_\_\_\_\_

**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.

laughed like _____	slept like _____
sang like _____	as sharp as _____
worked like _____	as slow as _____
as strong as _____	fought like _____
as smart as _____	as gentle as _____
talked like _____	stood like _____



Name \_\_\_\_\_ Date \_\_\_\_\_

### Simile Recording Sheet

Write the complete simile that you formed on the lines below. Give the meaning of the simile you created.

Simile

Meaning

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

11. \_\_\_\_\_

\_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Simile

Simile: \_\_\_\_\_

# Actual Meaning

Meaning: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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 Pledge 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. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### Spelling/Vocabulary Assessment

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 \_\_\_\_\_

<u>Word Bank</u> brag, equipment, bewilder, dread, brilliant, gym, entertainment
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# 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      |

Name 3 More words using graph
_____
_____
_____
Name 3 More Words using photo
_____
_____
_____

**graph:** drawn, written  
**photo:** light  
**phon:** sound

**tele:** distance  
**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

Week Fifteen  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

Week Fifteen  
Spelling and Vocabulary Activities  
Teacher Guide

**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.



Week Fifteen  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

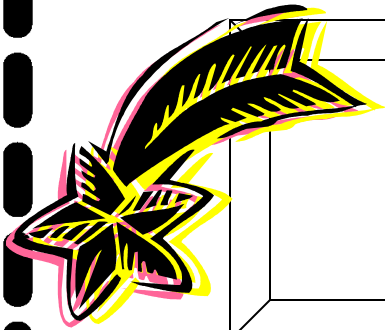
**Homework:** Split each word into syllables. Use a dictionary to check if necessary.

**Vocabulary:** Write a paragraph using your words.

**Friday:**  
Spelling and Vocabulary Assessment.

Definition:

Sentence:



Word

Picture:

Synonyms:

Antonyms:

Prefixes/Suffixes:

Homographs/Homophones:

# Greek Roots Matching

photo	light
phon	sound
tele	distance
graph	drawn, written
scope	watch, see

Name \_\_\_\_\_ Date \_\_\_\_\_

## Greek Roots



Root:

Word examples:

Meaning of Root:

---

---

---

---

---

Picture of Root:

Form 2 sentence with words using this root:

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

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

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.

I have photograph. Who has an instrument designed to make objects appear closer?

I have telescope. Who has a machine designed to record changes in a person's characteristics, and is used as a lie detector?

I have polygraph. Who has a system that transmits voices over a distance.

I have telephone. Who has a word that relates to speech sounds?

I have phonics. Who has a pair of earphones used to listen to music or speech?

I have headphones. Who has a word that relates to drawing, engraving, writing, or lettering?

I have graphic. Who has a system for transmitting visual images and sound on a screen

I have television. Who has the word that means to watch or to see?

I have scope. Who has an instrument used to view very small objects?

I have microscope. Who has a diagram showing 2 variables measured along an x and y axis?

# I have, Who has?

I have graph. Who has the process in which green plants use sunlight to synthesize foods?

I have photosynthesis. Who has an instrument that transmits sound waves in order to amplify or record voices or sounds?

I have microphone. Who has a record player?

I have phonograph. Who has a system for transmitting messages from a distance along a wire?

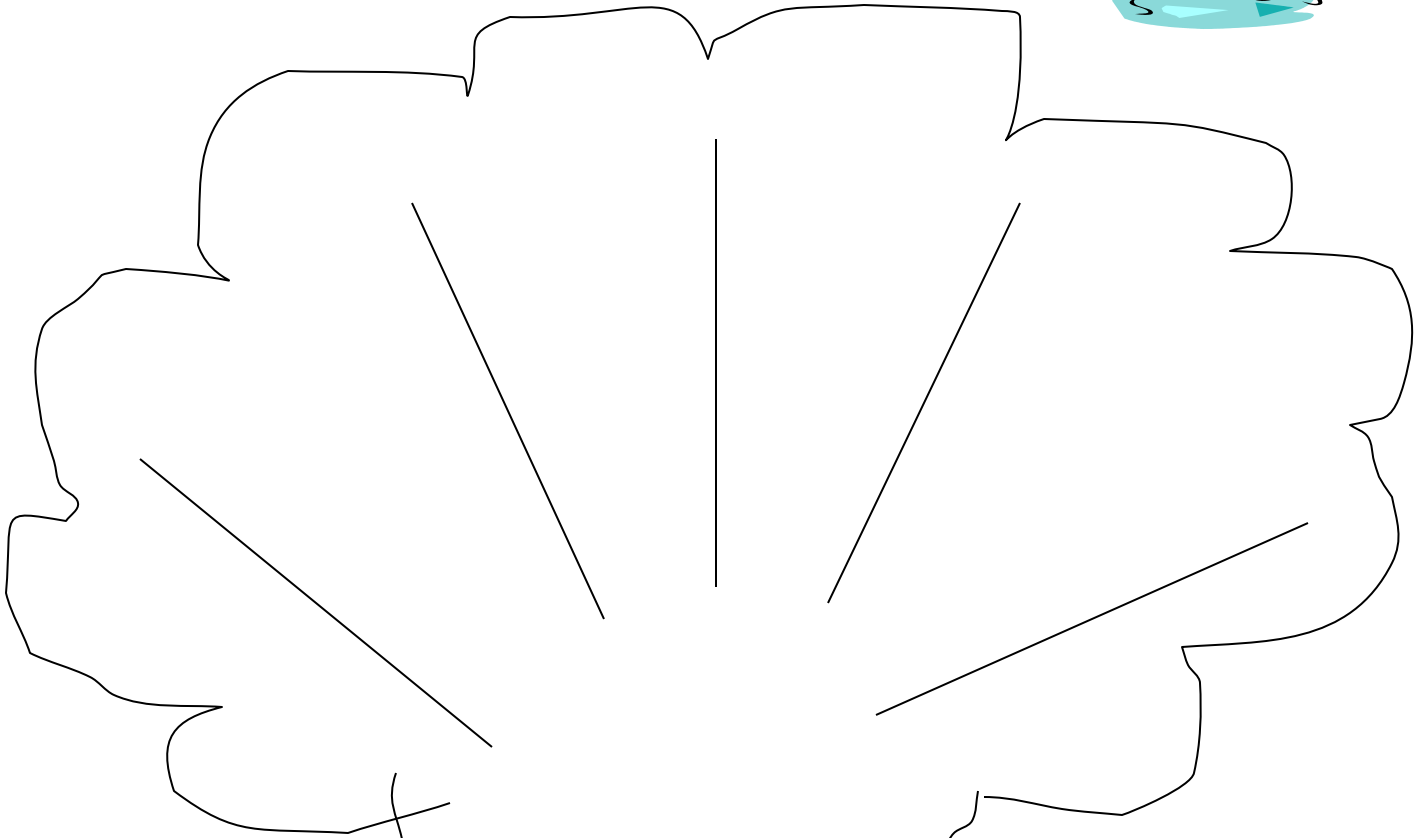
I have telegraph. Who has producing or emitting light/ or one who looks good in photographs?

I have photogenic. Who has a picture made using a camera?

Name \_\_\_\_\_ Date \_\_\_\_\_

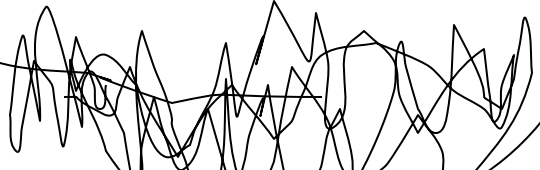


## Greek Roots



Words using  
Root

\_\_\_\_\_ Root





Name \_\_\_\_\_

Date \_\_\_\_\_

### 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 headfones provided when you are working on the computer. \_\_\_\_\_
3. Please call me on the telefone if you have any trouble with directions. \_\_\_\_\_
4. Although the fonograph was outdated, it still played beautiful music. \_\_\_\_\_
5. We decided to watch the meteor shower through the teleskope so it would be even more vivid. \_\_\_\_\_
6. The reporter had to take a polygrafph test to see if she was telling the truth about her report. \_\_\_\_\_
7. The grafic novel was neat because of all of the pictures and captions. \_\_\_\_\_
8. Fotosynthesis is an important aspect of the life of green plants. \_\_\_\_\_
9. We wanted to see the bacteria through the lens of the microskope. \_\_\_\_\_
10. The photograph showed the flaws of the gymnast's routine. \_\_\_\_\_
11. We wanted to skope our opposing team so that we could be prepared for next week's game. \_\_\_\_\_
12. We had to grafph our scores so that we could see our gains from one semester to the next. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### Spelling/Vocabulary Assessment

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

#### Word Bank

phonograph, journal, scholar,  
semester, education, drain,  
geography, microphone

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

ology- study of  
hydro- water  
geo- earth

ologist- one who studies  
bio- life  
astro- star

Name 3 More  
words using the  
root ology

Name 3 More  
words using the  
root ologist

Name 3 More  
words using the  
root astro

### 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.

Week Sixteen  
Spelling and Vocabulary Activities  
Teacher Guide

**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.

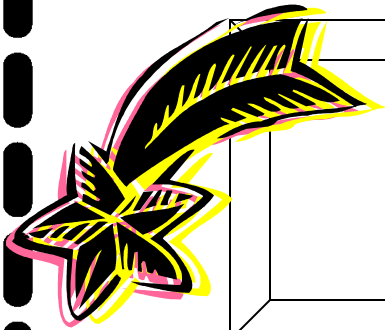
# Greek Roots Matching

ology	the study of
ologist	one who studies
hydro	water
astro	star
bio	life



Definition:

Sentence:



# Word

Picture:

Synonyms:

Antonyms:

Prefixes/Suffixes:

Homographs/Homophones:

Name \_\_\_\_\_ Date \_\_\_\_\_

## Greek Roots



Root:

Word examples:

Meaning of Root:

---

---

---

---

---

Picture of Root:

Form 2 sentence with words using this root:

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

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?

Name \_\_\_\_\_

Date \_\_\_\_\_

Definition	Picture
Synonyms:	Antonyms:
Word	
Sentence:	Sentence:

Definition	Picture
Synonyms:	Antonyms:
Word	
Sentence:	Sentence:

# Vocabulary Cards

Jog

Brisk

Atmosphere

Stroll

Dew

Dune

Hurdle

Convince

# Vocabulary Cards

run at a steady, gentle pace	active, fast, energetic
gases surrounding the earth	a ridge of sand
an obstacle	cause someone to believe in something
walk in a leisurely way	tiny drops of water that form on cool surfaces during the night

Name \_\_\_\_\_ Date \_\_\_\_\_

### 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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



Name \_\_\_\_\_

Date \_\_\_\_\_

### Spelling/Vocabulary Assessment

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 \_\_\_\_\_
1. to cause someone to believe in something \_\_\_\_\_
1. tiny drops of water that form on cool surfaces during the night \_\_\_\_\_
1. active, fast, energetic \_\_\_\_\_
1. an obstacle \_\_\_\_\_
1. walk in a leisurely way \_\_\_\_\_
2. gases surrounding the earth \_\_\_\_\_
3. run at a steady, gentle pace \_\_\_\_\_

Word Bank  
jog, brisk, convince,  
stroll, hurdle,  
atmosphere, dune, dew

# CREDITS AND RESOURCES

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**Thank you!**  
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