

# 180 DAYS™

## Lessons and Activities

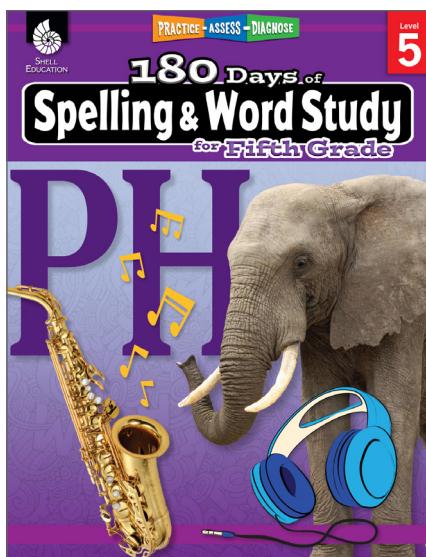
### Spelling and Word Study for Fifth Grade

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**Introduction (cont.)**

**Goals of the Series (cont.)**

Vocabulary development is the third, and perhaps most critical, goal of this series. Most tasks are meaning based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

**Structured Practice**

To be successful in spelling, students must focus definitions. For that reason, this series uses structured activities week-to-week, the daily activities are repeated to reinforce the words learned. Students can focus on the words instead of learning the activities.

The following activities are used throughout this book:

Title of Activity	Description
Analogy	Students use a word to complete a sentence.
Curse	Students write spelling words in cursive.
Parts of Speech	Students add or remove parts of speech to change the meaning of words.
Prefixes and Suffixes	Students add a prefix or suffix to the new words to change their meaning.
Prefixes, Suffixes, and Roots	Students find a Greek or Latin root word in a word and then add a prefix or suffix to the root word to create a new word.
Sentence Completions	Students use a word to complete a sentence.
Synonyms and Antonyms	Students use a word to find a synonym or antonym for the given words.
Turn the Question Around	Students give a question and then turn the question around to make a new sentence.
Word Sorts	Students sort words into categories.

**WEEK 1 DAY 1**

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

**Directions:** Use a word from the Word Bank to complete each sentence.

Word Bank			
admitted	beginning	covered	forgetting
happened	patrolling	permitted	prepared
referring	submitted	suggested	transferring

1. Justin was cold while napping on the couch, so I \_\_\_\_\_ him with a blanket.  
 2. What \_\_\_\_\_? There's mud all over the kitchen floor!  
 3. Dad \_\_\_\_\_ a salad to go with our spaghetti and meatballs.  
 4. I felt much better after I \_\_\_\_\_ that I broke Mom's phone.  
 5. We missed the \_\_\_\_\_ of the movie because the line at the theater was so long.  
 6. I keep \_\_\_\_\_ to water the flowers. I hope they're not wilted!  
 7. Kelly and I both \_\_\_\_\_ entries for the poster contest.  
 8. Children are not \_\_\_\_\_ on the field during the game.  
 9. Dad still works for the bank, but he's \_\_\_\_\_ to a different department next month.  
 10. My doctor is \_\_\_\_\_ me to a specialist.  
 11. The librarian \_\_\_\_\_ that I read *The Lightning Thief*.  
 12. The Coast Guard was \_\_\_\_\_ the shoreline during the president's visit to the island.

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PRACTICE - ASSESS - DIAGNOSE

Level

5

# 180 Days of Spelling & Word Study for Fifth Grade



# Introduction (cont.)

## Goals of the Series (cont.)

Vocabulary development is the third, and perhaps most critical, goal of the series. Most tasks are meaning-based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

## Structured Practice

To be successful in spelling, students must focus on the words, word parts, patterns, and definitions. For that reason, this series uses structured practice. Rather than changing the activities week-to-week, the daily activities are repeated throughout the 36 units. That way, students can focus on the words instead of learning how to complete the activities.

The following activities are used throughout this book:

Title of Activity	Description
Analogy	Students use a word bank to complete analogies.
Cursive	Students write spelling words in their best cursive writing.
Parts of Speech	Students add or remove suffixes for given words.
Prefixes and Suffixes	Students add a prefix or suffix to given words. Then, they use the new words to complete sentences.
Prefixes, Suffixes, and Roots	Students find a Greek or Latin root in the words in the Word Bank. Then, they match the word to their definitions.
Sentence Completions	Students use a word bank to complete sentences.
Synonyms and Antonyms	Students use a word bank to list synonyms or antonyms of given words.
Turn the Question Around	Students use given words to answer questions in complete sentences. <i>Turn the Question Around</i> means restating the question in the answer.
Word Sorts	Students sort words into categories.

# UNIT 1

## Inflectional Endings

### Focus

This week's focus is on inflectional verb endings *-ed* and *-ing* in multisyllabic words.



### WEEK 1

- admitted
- amusing
- arrived
- beginning
- controlled
- covered
- decided
- dividing
- forgetting
- happened
- limited
- patrolling
- permitted
- prepared
- referring
- retiring
- settled
- submitted
- suggested
- transferring



See the Digital Resources for additional spelling activities.

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

**Directions:** Use a word from the Word Bank to complete each sentence.**Word Bank**

admitted	beginning	covered	forgetting
happened	patrolling	permitted	prepared
referring	submitted	suggested	transferring

1. Justin was cold while napping on the couch, so I \_\_\_\_\_ him with a blanket.
2. What \_\_\_\_\_? There's mud all over the kitchen floor!
3. Dad \_\_\_\_\_ a salad to go with our spaghetti and meatballs.
4. I felt much better after I \_\_\_\_\_ that I broke Mom's phone.
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7. Kelly and I both \_\_\_\_\_ entries for the poster contest.
8. Children are not \_\_\_\_\_ on the field during the game.
9. Dad still works for the bank, but he's \_\_\_\_\_ to a different department next month.
10. My doctor is \_\_\_\_\_ me to a specialist.
11. The librarian \_\_\_\_\_ that I read *The Lightning Thief*.
12. The Coast Guard was \_\_\_\_\_ the shoreline during the president's visit to the island.



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

**Directions:** Use a word from the Word Bank for each section.**Word Bank**

admitted

amusing

arrived

beginning

decided

dividing

forgetting

happened

limited

permitted

submitted

suggested

Write a synonym for each word or phrase.

1. allowed \_\_\_\_\_
2. handed in \_\_\_\_\_
3. occurred \_\_\_\_\_
4. restricted \_\_\_\_\_

Write an antonym for each word.

5. ending \_\_\_\_\_
6. denied \_\_\_\_\_
7. multiplying \_\_\_\_\_
8. remembering \_\_\_\_\_

Write a word that fits each category.

9. came, showed up, appeared, \_\_\_\_\_
10. funny, entertaining, humorous, \_\_\_\_\_
11. settled, chosen, resolved, \_\_\_\_\_
12. recommended, advised, proposed, \_\_\_\_\_



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

**Directions:** Complete the chart by adding *-ing* and *-ed* to each verb on the left. Irregular verbs have already been completed for you.

Verb	Present Tense (Add: <i>-ing</i> )	Past Tense (Add: <i>-ed</i> )
admit		
begin		<i>began</i>
control		
cover		
happen		
limit		
refer		
submit		

**Directions:** Choose a word from your answers above to complete each sentence.

1. We better book our flight soon because there's a \_\_\_\_\_ number of seats left on the plane.
2. We can't prevent earthquakes from \_\_\_\_\_, but we can try to prepare for them.
3. Mom \_\_\_\_\_ all the leftovers with plastic wrap before she put them in the fridge.
4. Kiara \_\_\_\_\_ that she broke mom's favorite vase on accident.
5. My stepbrother is \_\_\_\_\_ applications to 10 colleges in New England.



When a two-syllable verb ends with a single vowel followed by one consonant, sometimes the consonants need to be doubled before adding a vowel suffix such as *-ed* or *-ing* at the end of the word. Here's how to decide: If the syllable closest to the ending is stressed, double the consonant (*permit, permitting*). If the syllable closest to the ending is unstressed, do not double the consonant (*summon, summoning*).

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

**Directions:** Answer each question in a complete sentence. Turn the question around, and use the bold word in your answer.

1. Why is it important to keep leftovers **covered**?

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2. Why aren't basketball players **permitted** to wear jewelry during a game?

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3. What happened when the Pilgrims **arrived** at Plymouth Rock?

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4. What should you do if you keep **forgetting** your homework?

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5. Why do most people think little kids are **amusing**?

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6. What happens at the **beginning** of a football game?

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

**Directions:** Use a word from the Word Bank to complete each analogy.**Word Bank**

admitted	amusing	beginning	covered
dividing	happened	patrolling	prepared
retiring	settled	submitted	transferring

1. **horror movie** is to **frightening** as **comedy** is to \_\_\_\_\_
2. **index** is to **end** as **table of contents** is to \_\_\_\_\_
3. **present tense** is to **happening** as **past tense** is to \_\_\_\_\_
4.  **$8 \times 4$**  is to **multiplying** as  **$8 \div 4$**  is to \_\_\_\_\_
5. **school** is to **enrolled** as **hospital** is to \_\_\_\_\_
6. **lifeguard** is to **monitoring** as **security guard** is to \_\_\_\_\_
7. **homework** is to **turned in** as **application** is to \_\_\_\_\_
8. **explorers** is to **explored** as **settlers** is to \_\_\_\_\_
9. **new house** is to **moving** as **new school** is to \_\_\_\_\_
10. **pickup truck** is to **uncovered** as **box truck** is to \_\_\_\_\_
11. **leaving a job** is to **quitting** as **leaving a career** is to \_\_\_\_\_
12. **casserole** is to **baked** as **salad** is to \_\_\_\_\_

