

180 DAYSTM

Lessons and Activities

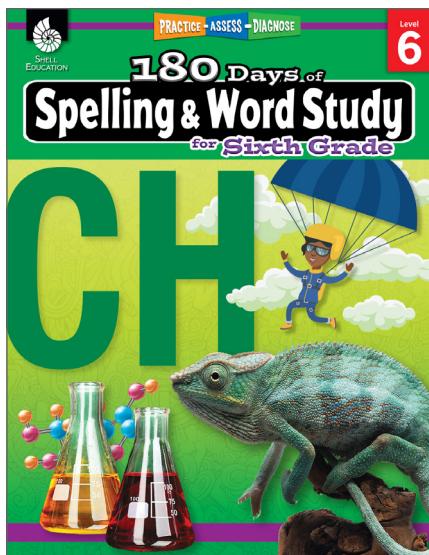
Spelling and Word Study for Sixth Grade

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Introduction (cont.)

Goals of the Series

Word study environments are the third, and perhaps most critical, goal of this series. Tasks are meaning-based, as 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, so students can focus on the words instead of learning new words each day. The following activities are used throughout this series:

Title of Activity	Description
Analogy	Students use a word to find a synonym for another word.
Curative	Students write words that begin with a specific letter.
Here's the Scenario	Students use a paragraph based on a scenario to find words.
Idioms and Proverbs	Students use idioms and proverbs.
Parts of Speech	Students add parts of speech to words.
Prefixes, Suffixes, and Roots	Students find words with specific prefixes, suffixes, and roots.
Sentence Completions	Students use words to complete sentences.
Synonyms and Antonyms	Students use a word to find a synonym or antonym for another word.
Turn the Question Around	Students use words to complete sentences by restating the question.
Word Sorts	Students sort words into categories.

Word Bank

abdomen	altitude	attitude	Canada
canopy	collaborate	contaminate	evaporate
gratitude	latitude	procrastinate	spatula

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

WEEK 1 DAY 2

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Write a synonym for each word or phrase.

1. work together
2. put off
3. mindset
4. height

Write an antonym for each word.

5. longitude
6. purify
7. condense
8. thanklessness

Write a word that fits each category.

9. Guatemala, Mexico, United States, ...
10. ladle, slotted spoon, pizza cutter, ...
11. umbrella, awning, shade, ...
12. antennae, head, thorax

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PRACTICE - ASSESS - DIAGNOSE

Level

6

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for Sixth Grade



Introduction *(cont.)*

Goals of the Series *(cont.)*

Vocabulary development is the third, and perhaps most critical, goal of the series. 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
Analogies	Students use a word bank to complete analogies.
Cursive	Students write spelling words in their best cursive.
Here's the Scenario	Students use a word bank to construct questions or a paragraph based on a given scenario.
Idioms and Proverbs	Students use given words to analyze meanings of idioms and proverbs.
Parts of Speech	Students add or remove suffixes for given words.
Prefixes, Suffixes, and Roots	Students find a Greek or Latin root in the Word Bank words. 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

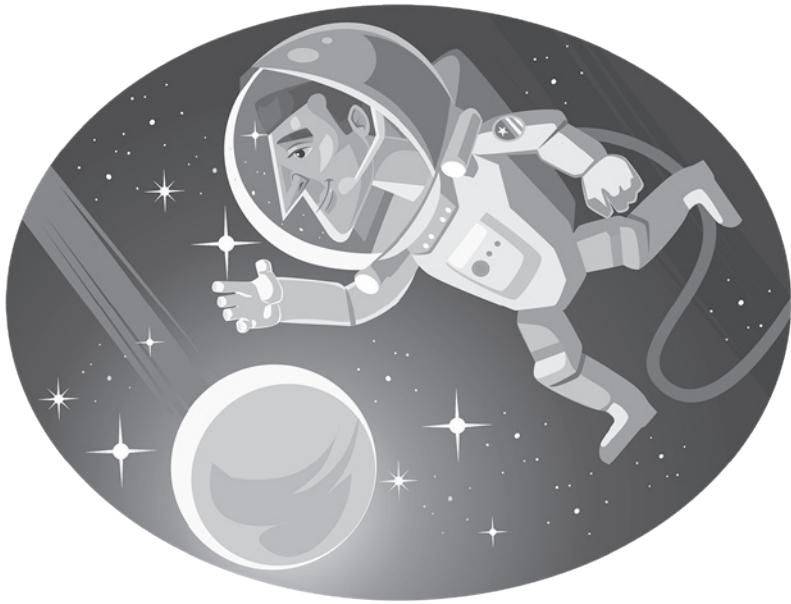
Short A Words

Focus

This week's focus is on multisyllabic words with a stressed short *a* syllable.

Helpful Hint

Notice that all the words on this list have three or four syllables. The stressed syllable in each word has a short *a* sound (*at•ti•tude*, *dis•as•ter*). The unstressed syllables often contain a schwa sound pronounced /uh/. Because the schwa sound can be represented by any vowel, these syllables are tricky to spell.



See the Digital Resources for additional spelling activities.



WEEK 1

- **abdomen**
- **acrobat**
- **agony**
- **altitude**
- **astronaut**
- **attitude**
- **Canada**
- **canopy**
- **collaborate**
- **congratulate**
- **contaminate**
- **disaster**
- **evaporate**
- **exaggerate**
- **gratitude**
- **latitude**
- **procrastinate**
- **sacrifice**
- **spatula**
- **stamina**

Name: _____ Date: _____

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

abdomen	altitude	attitude	canopy
collaborate	congratulate	contaminate	exaggerate
gratitude	procrastinate	sacrifice	stamina

1. We sent a card to Aunt Elise to _____ her on her new job.
2. You need to maintain a positive _____ even when the work gets hard.
3. Mom brought Atal to the emergency room because he had sharp pains in his _____.
4. We did not _____. That spider was as big as a lizard!
5. You can't take off your seatbelt until the plane reaches its cruising _____.
6. Nora needs to build up her _____ for the soccer season, so she's running every day.



7. The three of us have to _____ on our science project and present it as a group.
8. Everyone stood under our _____ when it started to rain at the football tailgate.
9. Don't _____. Just finish your work now so you don't have to worry about it later.
10. After Jim plowed our driveway, we expressed our _____ by baking him cookies.
11. An offshore oil spill will _____ the ocean water.
12. Many soldiers have made the ultimate _____ for the United States during war.

Name: _____ Date: _____

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

abdomen

altitude

attitude

Canada

canopy

collaborate

contaminate

evaporate

gratitude

latitude

procrastinate

spatula

Write a synonym for each word or phrase.

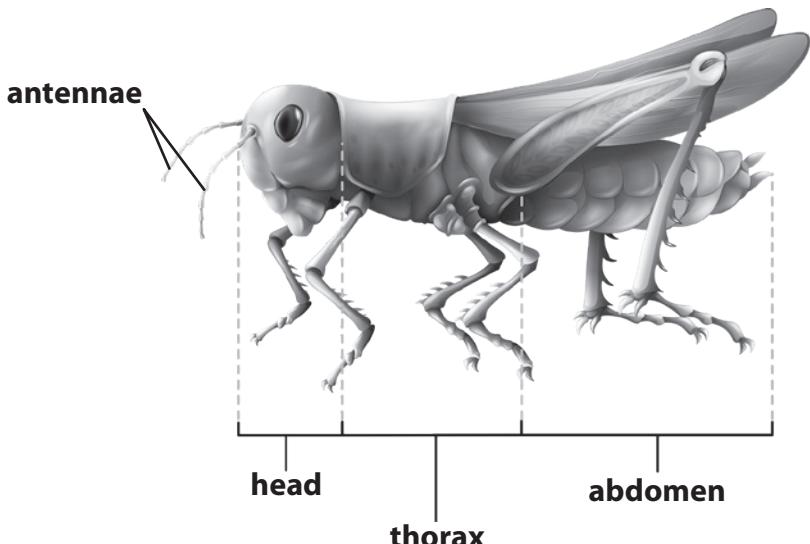
1. work together _____
2. put off _____
3. mindset _____
4. height _____

Write an antonym for each word.

5. longitude _____
6. purify _____
7. condense _____
8. thanklessness _____

Write a word that fits each category.

9. Guatemala, Mexico, United States, _____
10. ladle, slotted spoon, pizza cutter, _____
11. umbrella, awning, shade, _____
12. antennae, head, thorax, _____



Name: _____ Date: _____

Directions: Did you know that *astro* and *ast* come from a Latin word that means *star*? *Stell* comes from another Latin word that means *star*. Use a word from the Word Bank to match each definition.

**Word Bank**

aster	asterisk	asteroid	astrology
astronaut	astronomer	astronomical	astronomy
constellation	disaster	interstellar	stellar

- _____ of or relating to the **stars**; amazing like a **star** (adjective)
- _____ occurring or traveling among the **stars** (adjective)
- _____ a person who travels beyond Earth's atmosphere, "into the **stars**" (noun)
- _____ the study of objects and matter outside Earth's atmosphere, "in the **stars**" (noun)
- _____ a person who studies objects and matter outside Earth's atmosphere (noun)
- _____ a small, rocky body that orbits the sun (noun)
- _____ a **star**-shaped symbol that writers use to draw attention to a side note (noun)
- _____ a collection of **stars** that form a recognizable pattern in the night sky (noun)
- _____ the study of **stars** and how they supposedly influence human behavior (noun)
- _____ a sudden misfortune or failure, possibly due to unlucky **stars** (noun)
- _____ describing a number or price that is so big it's "up to the **stars**" (adjective)
- _____ a **star**-shaped flower that blooms in the fall (noun)

Name: _____ Date: _____

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

1. Why do some students **procrastinate** when they have to do homework?

2. Why is it bad for factories to **contaminate** rivers and lakes?

3. Why do athletes need to build **stamina**?

4. What happens to water after it **evaporates** from puddles?

5. What is a **sacrifice** parents might make for their children?

6. What makes a **spatula** such a versatile kitchen tool?



Name: _____ Date: _____

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

abdomen	acrobat	agony	altitude
astronaut	Canada	canopy	evaporate
gratitude	latitude	spatula	stamina

1. **east/west** is to **longitude** as **north/south** is to _____
2. **100 meter dash** is to **speed** as **marathon** is to _____
3. **eat pancakes** is to **fork** as **flip pancakes** is to _____
4. **airplane** is to **pilot** as **space shuttle** is to _____
5. **ice** is to **freeze** as **water vapor** is to _____
6. **person** is to **umbrella** as **picnic table** is to _____
7. **how deep** is to **depth** as **how high** is to _____
8. **uneven bars** is to **gymnast** as **trapeze** is to _____
9. **joy** is to **ecstasy** as **pain** is to _____
10. **Fourth of July** is to **patriotism** as **Thanksgiving** is to _____
11. **southern neighbor** is to **Mexico** as **northern neighbor** is to _____
12. **heart** is to **chest** as **stomach** is to _____

