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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
Analogies	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



WEEK 1

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

Focus

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

Helpful Hint

Inflectional endings are suffixes that change the tense of a verb (*-s*, *-ed*, *-ing*), the singular/plural form of a noun (*-s*, *-es*), or the comparative/superlative form of an adjective (*-er*, *-est*). Notice that all words on this list are verbs that end with an inflectional ending (*-ed* or *-ing*). Drop the silent *e* before adding an inflectional ending. Also, double the consonant if the syllable closest to the ending is stressed (*pa-trol-ling*, *be-gin-ning*). Do not double the consonant if the syllable closest to the ending is unstressed (*lim-it-ed*, *hap-pen-ed*).



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

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

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

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

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

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

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



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

- horror movie** is to **frightening** as **comedy** is to _____
- index** is to **end** as **table of contents** is to _____
- present tense** is to **happening** as **past tense** is to _____
- 8×4 is to **multiplying** as $8 \div 4$ is to _____
- school** is to **enrolled** as **hospital** is to _____
- lifeguard** is to **monitoring** as **security guard** is to _____
- homework** is to **turned in** as **application** is to _____
- explorers** is to **explored** as **settlers** is to _____
- new house** is to **moving** as **new school** is to _____
- pickup truck** is to **uncovered** as **box truck** is to _____
- leaving a job** is to **quitting** as **leaving a career** is to _____
- casserole** is to **baked** as **salad** is to _____

