Sample Pages from



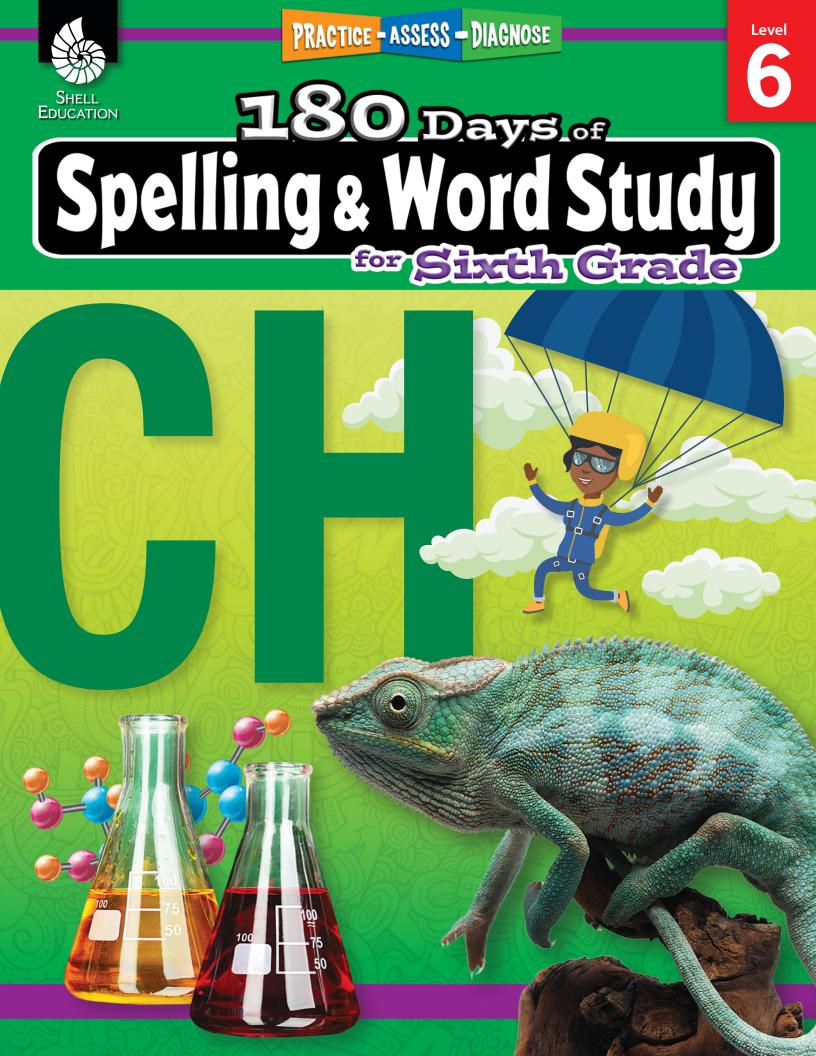
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Introduction (cont.)

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.

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.	

The following activities are used throughout this book:

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.

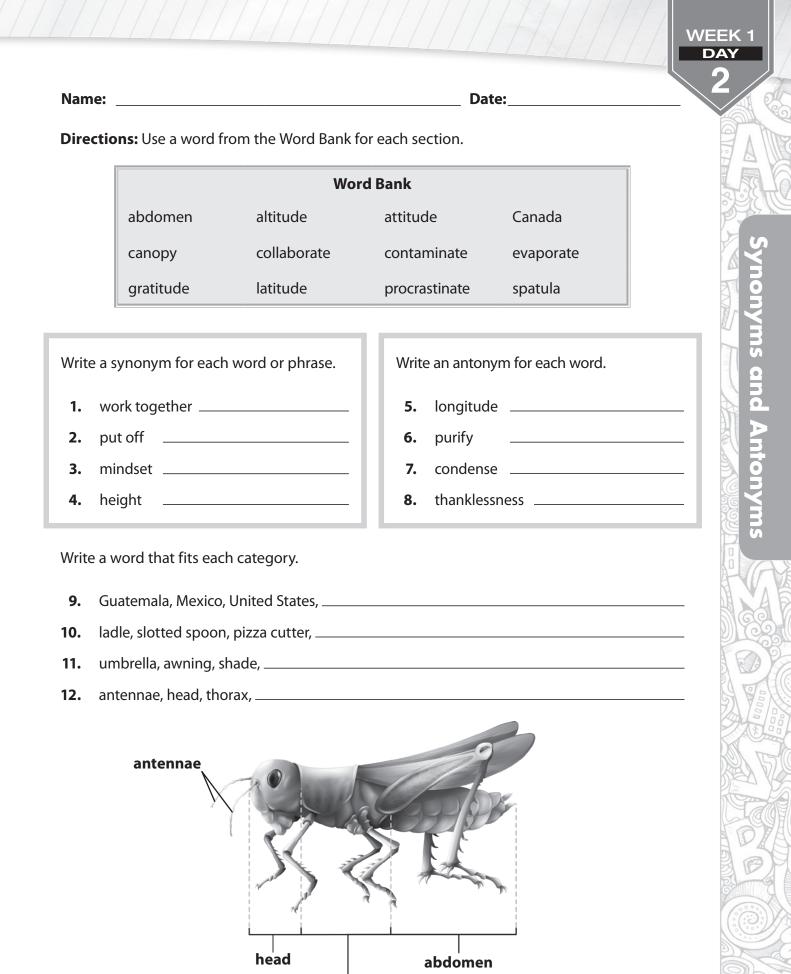


- > abdomen
- acrobat
- agony
- altitude
- astronaut
- > attitude
- > Canada
- > canopy
- > collaborate
- > congratulate
- contaminate
- > disaster
- > evaporate
- > exaggerate
- gratitude
- > latitude
- > procrastinate
- > sacrifice
- > spatula
- stamina



Date:_____

Directions: Use a word from the Word Bank to complete each sentence. Word Bank abdomen altitude attitude canopy collaborate congratulate exaggerate contaminate gratitude procrastinate sacrifice stamina 1. We sent a card to Aunt Elise to ______ her on her new job. You need to maintain a positive ______ even when the work 2. gets hard. Mom brought Atal to the emergency room because he had sharp pains in his 3. We did not _______. That spider was as big as a lizard! 4. You can't take off your seatbelt until the plane reaches its cruising 5. . Nora needs to build up her ______ for the soccer season, so she's 6. running every day. The three of us have to ______ on our science project and present it 7. 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. Many soldiers have made the ultimate ______ for the United States 12. during war.



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.

M					<i>₩ ₩</i>	
AT BO	Word Bank					
卒	aster	asterisk	asteroid	astrology	4	
·	astronaut	astronomer	astronomical	astronomy		
	constellation	disaster	interstellar	stellar		
1			of or relating to the sta (<i>adjective</i>)	rs ; amazing like a st	ar	
2			occurring or traveling a	mong the stars (<i>ad</i>	jective)	
3			a person who travels beyond Earth's atmosphere, "into the stars " (<i>noun</i>)			
4			the study of objects and matter outside Earth's atmosphere, "in the stars " (<i>noun</i>)			
5			a person who studies objects and matter outside Earth's atmosphere (<i>noun</i>)			
6			a small, rocky body that orbits the sun (<i>noun</i>)			
7			a star -shaped symbol t attention to a side note		raw	
8			a collection of stars that form a recognizable pattern in the night sky (<i>noun</i>)			
9			the study of stars and h influence human behav		ly	
10			a sudden misfortune or unlucky stars (<i>noun</i>)	failure, possibly du	e to	
11			describing a number or to the stars " (<i>adjective</i>)	price that is so big	it's "up	
12			a star -shaped flower th (<i>noun</i>)	at blooms in the fa	II	

Na	me:	
INd	me:	

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:_____

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

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 | | | |

- **11. southern neighbor** is to **Mexico** as **northern neighbor** is to ______
- 12. heart is to chest as stomach is to _____

