

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 5 TEACHER KEY***

***W3 - Lesson 4: Spelling***

Important Concepts of Grade 5 Language Arts	Materials Required
W1 - Lesson 1 ..... Sentence Structure W1 - Lesson 2 ..... Sentence Types W1 - Lesson 3 ..... Paragraphs W1 - Lesson 4 ..... Narrative Paragraphs W1 - Lesson 5 ..... Review <b>W1 - Quiz</b> W2 - Lesson 1 ..... Poetry 1 W2 - Lesson 2 ..... Poetry 2 W2 - Lesson 3 ..... Narrative Elements 1 W2 - Lesson 4 ..... Narrative Elements 2 W2 - Lesson 5 ..... Review <b>W2 - Quiz</b> W3 - Lesson 1 ..... The Writing Process 1 W3 - Lesson 2 ..... The Writing Process 2 W3 - Lesson 3 ..... The Writing Process 3 W3 - Lesson 4 ..... Spelling W3 - Lesson 5 ..... Review <b>W3 - Quiz</b>	<b>Textbooks</b>  <i>Collections: Tales– Clever, Foolish, and Brave</i>

Language Arts Grade 5

Version 5

Preview/Review W3 - Lesson 4 Teacher Key

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# Preview/Review Concepts for Grade Five Language Arts

## ***TEACHER KEY***



***W3 - Lesson 4:  
Spelling***

# OBJECTIVES

By the end of this lesson, you should

- use strategies for memorizing the spellings of words

## GLOSSARY

**dissect** - to take apart, as in breaking words into parts

**homophones** - words that sound the same but are spelled differently

**mnemonics** - memory aids that make unusual connections between words and their spellings

**silent letter** - a letter that is not pronounced

## W3 - Lesson 4: Spelling

*Have students try to decipher the first paragraph on page 1 in the student booklet. Discuss why it was difficult for them (improper spelling slows reading). Reinforce that correct spelling is important in helping others read our work. Read “Why does spelling matter?” on page 1. (10 minutes)*

Wuns apoon a tim pepel rot withowt wureeing abowt  
how werdz wer speld. This mad thingz varee difikult  
to red becuz evree wun pronownsd werdz difrentlee.  
Thankfulee sumwun desidid that evree wun shud  
rit the sam wa. This made reading much easier to  
understand!

### Why does spelling matter?

From the example above, you can see that correct spelling makes our writing easier for others to read quickly. Having to figure out misspelled words gets in the way of understanding ideas.

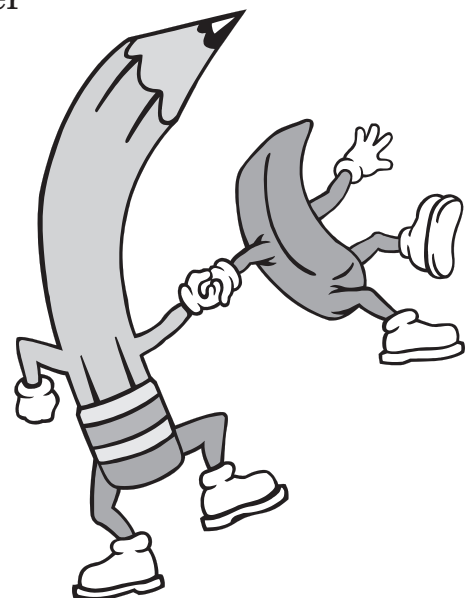
*As a class, read and discuss “How can I improve my spelling?” and “What are mnemonics?” on pages 1 to 2 of the student booklet. (15 minutes)*

### How can I improve my spelling?

Most people find spelling difficult because the English language is complex. We have homophones, silent letters, different letter combinations that make the same sound... Aaah!

You may think it is enough to give you a headache, but don't despair. We have ways of helping you, including

- mnemonics
- dissecting words
- identifying homophones
- recognizing words with silent letters



## What are mnemonics?

**Mnemonic** (pronounced “ni mon’ ik”) is a Greek word meaning “to remember”. Mnemonics are memory aids that make unusual connections between words and their spellings. These aids help you remember the spellings of words by relating them to something you already know.

Need some examples? Here we go!

1. Find a little word within a bigger word and make up a sentence using the two words.
  - For example: There is an **ant** in **elephant**.  
You are a **friend** to the **end**.  
I say **brrr** in **February**.  
**Potatoes** have eyes and **toes**.
2. Use each letter of the spelling word to begin a word in a related sentence.
  - For example, to remember how to spell the word **arithmetic**, you could think of the following sentence: **A** **r**at in the **h**ouse **m**ight **e**xcite the **i**diot **c**at.
3. Make up a sentence to group words with the same letter patterns.
  - For example: **Either eight** or seven **sleighs** will go.
4. Take your favourite song and spell the word to its rhythm.
  - For example: I’m sure many people learned to spell **bingo** to the song “B-I-N-G-O!”
5. For words with silent letters, you can deliberately pronounce the silent letters to make your own distinctive pronunciation. This might help you to remember the silent letters.
  - For example: **gnome** “guh-nome”  
**island** “iz-land”

***Have students complete “Let’s Try It!” at the top of page 3. They may use whichever mnemonic device works best for them. Share. (10 minutes)***

## **Let’s Try It!**

A. Develop a mnemonic to help you remember how to spell the following words. *Answers will vary.*

knee *e.g., a related sentence: Kids never enjoy eggplant.*

equipment *e.g., smaller words: You equip men with equipment.*

pail *e.g., letter patterns: Hang the pail on the tail of the sail.*

***Read and discuss the second strategy “How can I dissect words?” on pages 3 to 4. (10 minutes)***

## **How can I dissect words?**

**Dissect** means to take something apart. When we dissect a word, we break it up into smaller parts and see how these parts work together.

Are you ready to be a mad spelling scientist? Get out your scalpel, and let’s dissect some words! Here are three ways.

### **1. Syllables**

Break a word into syllables, and pronounce each syllable clearly. Remember that each syllable has only one vowel sound.

- For example: domino      dom-i-no  
apartment      a-part-ment

### **2. Smaller words**

Find smaller words within larger words, to help you focus on parts of a word.

- For example: character      char, act  
intelligent      in, tell, gent

Divide compound words, if possible, to make the word parts easier to remember.

- For example: boyhood = *boy* / *hood*

### 3. Patterns

Look for patterns that your spelling words have in common.

- For example: *dangerous* and *carnivorous* both end in ***rous***  
*transportation* and *constellation* both end in ***ation***.

*Have students complete “Let’s Try It!” on page 4. Again, they may use any strategy that works best for them. Share. (10 minutes)*

#### Let’s Try It!

B. Use one of the dissection strategies to help you memorize the following words. Explain your strategy. *Answers will vary.*

principal e.g., smaller words: *in, pal*

different e.g., syllables: *dif-fer-ent*

moment e.g., letter patterns: *cement, enlargement, payment.*

*Read and discuss “What is a homophone?” on pages 4 to 6. (15 minutes)*

### What is a homophone?

**Homophones** are those pesky words that sound the same but are spelled differently and have different meanings. You may have also heard them called “homonyms”.

The following chart contains some of the most commonly confused homophone pairs.



HOMOPHONE	EXAMPLE	HOMOPHONE	EXAMPLE
<b>ate</b>	<i>He ate ten pies.</i>	<b>eight</b>	<i>A spider has eight legs.</i>
<b>blew</b>	<i>He blew a bubble.</i>	<b>blue</b>	<i>The sky is blue.</i>
<b>hear</b>	<i>I hear the music.</i>	<b>here</b>	<i>He is right here.</i>
<b>its</b>	<i>The cat licked its paw.</i>	<b>it's</b>	<i>It's raining.</i>
<b>knew</b>	<i>I knew the answer to that question.</i>	<b>new</b>	<i>Bobby got a new toy.</i>
<b>your</b>	<i>Is that your toe in my ear?</i>	<b>you're</b>	<i>You're driving me crazy!</i>
<b>peace</b>	<i>Make peace, not war.</i>	<b>piece</b>	<i>I ate a piece of pie.</i>
<b>right</b>	<i>Your answer is right.</i>	<b>write</b>	<i>Write your answer.</i>
<b>son</b>	<i>Justin is my son.</i>	<b>sun</b>	<i>The sun is bright.</i>
<b>threw</b>	<i>I threw the ball.</i>	<b>through</b>	<i>The ball went through the window.</i>
<b>tale</b>	<i>It was a scary tale.</i>	<b>tail</b>	<i>The dog's tail wagged.</i>
<b>way</b>	<i>Go that way.</i>	<b>weigh</b>	<i>How much does that parcel weigh?</i>
<b>weak</b>	<i>His muscles were weak.</i>	<b>week</b>	<i>The week passed quickly.</i>

To make things even more interesting, the chart below contains some of the most commonly confused homophone trios.

HOMOPHONE	EXAMPLE	HOMOPHONE	EXAMPLE	HOMOPHONE	EXAMPLE
<b>there</b>	<i>The pen is over there.</i>	<b>their</b>	<i>It is their house.</i>	<b>they're</b>	<i>They're going to Hawaii.</i>
<b>to</b>	<i>I am going to Calgary.</i>	<b>too</b>	<i>I am going, too.</i>	<b>two</b>	<i>There are two birds in the tree.</i>

**Have students complete “Let’s Try It!” on page 6. Correct together. (10 minutes)**

### Let’s Try It!

**C. Underline** the correct word in the following sentences.

1. Rob (knew, new) the (right, write) answer to (their, there, they’re) question.
2. Karen was not (allowed, aloud) to eat (to, too, two) (hole, whole) chocolate bars.
3. Bob wanted to (know, no) (weather, whether) or (knot, not) Betsy could (hear, here) the (peace, piece) of music.
4. Penelope had homemade (bred, bread) for lunch. She exclaimed, “(Its, It’s) delicious! Don’t (waist, waste) (one, won) single (peace, piece) of it!”
5. Jeannie (passed, past) (threw, through) the doorway on her way to find (led, lead) for her mechanical pencil.
6. The reason I like my (principal, principle) is that he (wears, where’s) cool clothes.
7. (Whose, Who’s) (your, you’re) favourite singer?

## What is a silent letter?

A silent letter is one that cannot be heard when the word is pronounced. Here are some examples of words with silent letters.

- Silent b: comb, doubt, dumb, thumb
- Silent c: scene, scent, scythe
- Silent gh: high, sigh, sleigh, knight
- Silent h: ghost, rhyme, echo
- Silent k: knee, knife, know, knuckle
- Silent l: calm, half, walk, yolk
- Silent t: listen, wrestle, whistle
- Silent w: wrestle, write, wrong, answer

## Let's Try It!

D. Cross out the silent letter or letters in each of the following words.

sal**l**mon

**k**not

se**i**ssors

r**h**ythm

fa**s**ten

daug**h**ter

la**m**b

**w**rap



## Extra Practice

1. Use any of the spelling strategies from this lesson to help you memorize the following words. Show your work. *Answers will vary.*

rough *e.g., dissection or mnemonic - letter pattern: Are you rough and tough enough?*

government *e.g., dissection - syllables: gov-ern-ment, or mnemonic - smaller words: A government will govern men.*

accident *e.g., mnemonic - smaller words: A car accident makes a dent.*

2. Cross out misspelled words and write the correct spellings above the errors.

Hi Sally! I <sup>*missed*</sup>~~mist~~ seeing you last <sup>*week*</sup>~~weak~~. I <sup>*hear*</sup>~~here~~ you <sup>*were*</sup>~~where~~ in town. I was gone to <sup>*see*</sup>~~sea~~ my <sup>*friend*</sup>~~frend~~ in Edmonton.

I'm glad the <sup>*weather*</sup>~~whether~~ was good for <sup>*you*</sup>~~ewe~~. It wouldn't have <sup>*been fair*</sup>~~bean fare~~ if the wind <sup>*blew*</sup>~~blue~~. The temperature is <sup>*great*</sup>~~grate~~ today. I <sup>*know*</sup>~~no~~ you <sup>*would*</sup>~~wood~~ like it, <sup>*too*</sup>~~to~~.

Since you've <sup>*seen*</sup>~~scene~~ me last, I've really changed. My <sup>*hairstyle*</sup>~~harestyle~~ is <sup>*new*</sup>~~knew~~ and I've <sup>*grown*</sup>~~groan~~ taller. I also went out to <sup>*buy some*</sup>~~by sum~~ new <sup>*clothes to wear*</sup>~~cloths two ware~~.

<sup>*There*</sup>~~Ther~~ was a <sup>*sale*</sup>~~sail~~ at the store. I <sup>*heard*</sup>~~herd~~ about it <sup>*through*</sup>~~threw~~ friends.



