# Spelling 5 — Lesson Plan Overview

| List | Teacher’s Edition | Worktext | Content | Dictionary Skills,  Writing | Bible Integration |
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| 1 | 2–5 | 2–5 | short-vowel patterns  identify short-vowel patterns  use words in context  write the missing syllable  identify the number of syllables  match words to meanings  use the Learn to Spell a Word study method | estimate the location of words in the dictionary  alphabetize to the fourth letter | God created language  God gave man the ability to communicate using language |
| 2 | 6–9 | 6–9 | long-vowel patterns  identify long-vowel patterns  use words in context  identify the number of syllables  complete analogies  write the missing syllable  match words to meanings  proofread  identify misspelled words; write the correct spelling | identify words that come between given guide words  determine whether a word is found before, between, or after given guide words | honoring God in all we do  communicating accurately to others in writing |
| 3 | 10–13 | 10–13 | long e patterns  identify long e patterns  identify soft c patterns  match words to meanings  use words in context  write the missing spelling patterns  identify rhyming words  write the missing syllable  proofread  identify misspelled words; write the correct spelling | determine whether a word is found before, between, or after given guide words  identify words that come between given guide words  alphabetize to the third letter |  |
| 4 | 14–17 | 14–17 | other vowel patterns  identify vowel patterns for the /oo/, /oi/, /ou/, and /ô/ sounds  identify words by clues  use words in context  identify the number of syllables  categorize words  proofread  identify misspelled words; write the correct spelling | write a Bible verse  write an application paragraph | communicating God’s Word  writing in response to God’s Word |
| 5 | 18–21 | 18–21 | r-influenced vowel patterns  identify spelling patterns for r-influenced vowel sounds  write the correct r-influenced vowel patterns  use words in context  categorize words  match words to meanings  proofread  identify misspelled words; write the correct spelling | identify parts of a dictionary entry  use the Pronunciation Key to identify the word with a given vowel sound  write the spelling word for a given pronunciation respelling | using writing to communicate information |
| 6 | 22–25 | 22–25 | r-influenced vowel patterns  identify spelling patterns for r- influenced vowel sounds  write the correct r-influenced vowel patterns  divide words into syllables  use words in context  match words to meanings  proofread  practice for standardized testing | match a given spelling pattern to its pronunciation symbol  write the standard spelling for a given pronunciation respelling  answer questions about a dictionary entry |  |
| 7 | 26–29 | 26–29 | VC• V and VC• CV patterns  identify VC**•**V and VC**•**CV patterns  use syllable patterns to divide words  write the missing syllable  use words in context  match words to meanings  proofread  use proofreading marks to correct spelling, capitalization, and punctuation errors | write the number of definitions for a given entry word  match a definition to the way a word is used in the sentence |  |
| 8 | 30–33 | 30–33 | V•CV, VC•V, and VV•CV patterns  identify V**•**CV, VC**•**V, and VV**•**CV patterns  use syllable patterns to divide words  identify rhyming words  use words in context  match words to meanings  proofread  choose the correct spelling | write a flyer to announce a church activity | honoring God in all we do  using writing to communicate information  communicating accurately to others in writing  using writing to serve others |
| 9 | 34–37 | 34–37 | **VC•CV, VC•CCV, and VCC•CV** **patterns**  identify VC**•**CV, VC**•**CCV, and VCC**•**CV patterns  categorize words  write the missing syllable  identify consonant blends and digraphs  use words in context  proofread  identify misspelled words; write the correct spelling | divide words into syllables according to their syllable patterns |  |
| 10 | 38–41 | 38–41 | inflectional suffixes  identify application of suffix rules  apply suffix rules  identify base words  use words in context  proofread  practice for standardized testing | divide words into syllables  accent the stressed syllable  use the Spelling Dictionary to divide words into syllables and to accent the stressed syllable |  |
| 11 | 42–45 | 42–45 | compound words  categorize words  identify base words  identify the number of syllables  write a compound word by joining two base words  match words to meanings  use words in context  proofread  identify misspelled words; write the correct spelling | divide words into syllables  accent the stressed syllable  use the Spelling Dictionary to divide words into syllables and to identify the syllables with the primary and secondary accent | honoring God in all we do  communicating accurately to others in writing |
| 12 | 46–49 | 46–49 | homophones  identify homophone pairs  identify the correct homophone in context  write the missing consonants  use words in context  write the correct homophone  proofread  use spell check to select the correct spelling | answer questions about abilities and interests  write an application paragraph | writing in response to information |
| 13 | 50–53 | 50–53 | prefixes fore, mis, pre, re  identify prefixes  identify base words and word roots  match words to meanings  use words in context  match prefix to meaning  proofread  identify misspelled words; write the correct spelling | identify the part of speech and definition for the way a word is used in a sentence | using writing to organize tasks |
| 14 | 54–57 | 54–57 | prefixes dis, non, sub, un  identify prefixes  identify base words and word roots  divide words into syllables  match words to meanings  use words in context  proofread  practice for standardized testing | identify a sample sentence or phrase in a dictionary entry  write a sample sentence in a dictionary entry  identify the part of speech and definition for the way a word is used in a sentence |  |
| 15 | 58–61 | 58–61 | prefixes en, ex, in  identify prefixes  identify base words and word roots  use words in context  match words to meanings  proofread  identify misspelled words; write the correct spelling | determine whether a word comes before, between, or after given guide words  identify words that come between given guide words  alphabetize to the fourth letter  divide words into syllables  accent the stressed syllable  match a word to its pronunciation respelling | honoring God in all we do  communicating love to others |
| 16 | 62–65 | 62–65 | V•V pattern  identify V**•**V patterns  use syllable patterns to divide words into syllables  use words in context  match synonyms  match words to meanings  proofread  use proofreading marks to correct spelling, capitalization, and punctuation errors | list ways someone has been an influence for spiritual growth  write a thank-you note | honoring God in all we do  communicating love to others |
| 17 | 66–69 | 66–69 | derivational suffixes: er, ful, ly, or  identify suffixes  add suffixes  identify base words  use words in context  identify part of speech  match words to meanings  proofread  identify misspelled words; write the correct spelling | use a sample dictionary entry to answer questions  identify the part of speech for an entry word and the number of the definition for the way the word is used in a sentence  write an original sample sentence for a given definition  divide words into syllables | using writing to communicate information |
| 18 | 70–73 | 70–73 | derivational suffixes: less, ment, ness, y  identify suffixes  add suffixes  identify base words  match words to meanings  use words in context  proofread  practice for standardized testing | use the Spelling Dictionary to answer questions about a dictionary entry |  |
| 19 | 74–77 | 74–77 | final /әr/  identify unstressed syllable patterns  write the final unstressed syllable  use words in context  match words to meanings  proofread  identify misspelled words; write the correct spelling | write each word in syllables  accent the stressed syllable |  |
| 20 | 78–81 | 78–81 | final /әl/, /l/  identify unstressed syllable patterns  match syllables to form words  identify rhyming words  match words to meanings  use words in context  proofread  identify misspelled words; write the correct spelling | write a journal entry about the works God has done | writing in response to God’s Word  writing about God |
| 21 | 82–85 | 82–85 | final /әn/, /ĭn/, /n/  identify unstressed syllable patterns  write the final unstressed syllable  match words to meanings  use words in context  proofread  identify misspelled words; write the correct spelling | divide words into syllables  accent the stressed syllable  write the spelling word that matches the pronunciation respelling  use a dictionary to check the pronunciation respelling | honoring God in all we do  using writing to communicate information |
| 22 | 86–89 | 86–89 | final /ĭj/, /ĭt/  identify unstressed syllable patterns  write the missing syllable or syllables  match words to meanings  use words in context  proofread  practice for standardized testing | divide words into syllables  accent the stressed syllable  write the spelling word that matches the pronunciation respelling |  |
| 23 | 90–93 | 90–93 | homographs; final /ē/  identify words with final /ē/  identify homographs  write the missing syllables  use words in context  match words to meanings  proofread  identify misspelled words; write the correct spelling | match a homograph to its pronunciation respelling for the way the word is used in the sentence  identify the part of speech for an entry word as used in a context sentence  identify the number of the definition for the way a word is used in a sentence |  |
| 24 | 94–97 | 94–97 | consonant sounds  identify spellings for consonant sounds  write the missing syllables  use words in context  match words to meanings  proofread  identify misspelled words; write the correct spelling | write about information included in a prayer letter | using writing to communi-cate information  honoring God in all we do writing about God |
| 25 | 98–101 | 98–101 | final /әs/, /ĭs/, /ĭv/  identify unstressed syllable patterns  write spelling for /әs/, /ĭs/ /ĭv/ sound  use words in context  match words to meanings  proofread  identify misspelled words; write the correct spelling | write the syllable pattern for a given word  divide words into syllables  accent the stressed syllable  identify the part of speech and the number of the definition for the way the word is used in a sentence  write an original sentence for a given definition | communicating accurately to others in writing |
| 26 | 102–5 | 102–5 | final ure  identify spellings for /chәr/, shәr/, /zhәr/, and /yәr/  write the stressed syllable  match words to meanings  use words in context  proofread  practice for standardized testing | write the syllable pattern for a given word  divide words into syllables  accent the stressed syllable  match a word to its pronunciation respelling  write an original sentence for a given definition  identify the part of speech and the number of the definition for the way the word is used in a sentence |  |
| 27 | 106–9 | 106–9 | derivational suffix: ion  identify base words and related words  use suffixes and related words  complete analogies  use words in context  match words to meanings  proofread  identify misspelled words; write the correct spelling | identify the part of speech of an entry word and the number of the definition for the way the word is used in a sentence  divide words into syllables  match a word to its pronunciation respelling | writing about God  communicating accurately to others in writing |
| 28 | 110–13 | 110–13 | derivational suffix: able  identify base words and related words  use suffixes  complete analogies  match words to meanings  use words in context  proofread  identify misspelled words; write the word correctly | write a journal entry about answered prayer or a spiritual lesson learned | communicating accurately to others in writing  writing about God  writing in response to God’s Word |
| 29 | 114–17 | 114–17 | derivational suffixes: ance, ant, ence, ent  match the related words  match words to meanings  use words in context  proofread  identify misspelled words; write the correct spelling | use a dictionary entry to answer questions about a word’s etymology  identify the part of speech for the way the word is used in a sentence | writing about God  writing in response to God’s Word |
| 30 | 118–21 | 118–21 | Greek word parts  identify Greek word parts  match words to word part meanings  match words to meanings  use words in context  proofread  practice for standardized testing | use a dictionary entry to answer questions about a word’s etymology  identify the part of speech and the number of the definition for the way the word is used in a sentence |  |
| 31 | 122–25 | 122–25 | Latin word parts  identify Latin word parts  match words to word part meanings  match words to meanings  complete analogies  proofread  identify misspelled words; write the correct spelling | use a dictionary entry to answer questions about a word’s etymology  write the syllable pattern for a given word  divide words into syllables  match a word to its pronunciation respelling |  |
| 32 | 126–29 | 126–29 | number word parts  identify number word parts  write the number word part to complete the word  match words to meanings  use words in context  complete categories  proofread  identify misspelled words; write the correct spelling | write about applying what the Bible says about God’s attributes to one’s life | honoring God in all we do  writing about God  writing in response to God’s Word |