

Student Pages

Pages 61–64

Lesson Materials

BLM SP5-16A

BLM SP5-16B

T-12

BLM SP5-16C

Created Wonders

The theme of this lesson is **coral reefs**. Coral reefs are known as "the beautiful gardens of the sea." The beauty of the underwater colonies rivals the most beautiful places on land. The coral reef community is one of the most diverse ecosystems in the world.

Fringing reefs, barrier reefs, and atolls are the three types of coral reefs.

**Day 1 Pretest****Objective**

The students will accurately spell and write words with various **endings**. They will spell and write content, vocabulary, and challenge words.

Introduction

Before class, select Challenge Words for numbers 24 and 25 from a cross-curricular subject, words misspelled on previous assignments, or words that interest your students. The word *preference* has the ending **ence** and is suggested for number 24. Administer the Pretest.

Directed Instruction

1 Say each word, use it in a sentence, and then repeat the word.

Pattern Words

1. Do you know the difference between tree coral and brain coral?
2. Coral is not indestructible since it can be damaged by storms.
3. Sensible scuba divers always dive with a buddy.
4. Diving and exploring a coral reef is a pleasant adventure.
5. Scuba divers wear comfortable wet suits to keep their bodies warm.
6. Divers must be reasonable and not spend long periods underwater.
7. God gave each one of us the intelligence to learn about Him.
8. A convenient way to learn about coral is to read a book.
9. It is important to protect our environment.
10. The Lord wants us to be obedient to His Word.
11. We have deliverance through Jesus Christ from the evil one.
12. The entrance to the dive shop is on the west side of the building.

Content Words

13. Coral reefs are only located in warm, tropical waters.
14. A polyp will float in the water and attach itself to a rock.
15. Corals receive nutrients from the algae that live in them.
16. Polyps produce calcium that helps to form the base of a reef.
17. A barrier reef is like a long wall that is parallel to a coastline.
18. The largest atoll in land area is Christmas Island.
19. A skeletal base provides protection for polyps from predators.

Vocabulary Words

20. Some divers are corrupting reefs by taking pieces of coral.
21. Pollution in the ocean causes a disruption in the reef's ecosystem.
22. Max began to exclaim in order to get everyone's attention.
23. The teacher's proclamation about the field trip excited the class.

Challenge Words

24. _____
25. _____

2 Allow students to self-correct their Pretest. Write each word on the board. Point out that this week's list contains Pattern Words with the **endings** *able, ance, ant, ence, ent, ible*. Note the roots *claim, clam,* and *rupt* in the Vocabulary Words.

3 As a class, read, spell, and read each word. Direct students to circle misspelled words with a colored pencil and rewrite them correctly.

4 Proof each student's Pretest. This becomes an individualized study sheet that can be used at school or at home.

5 Homework suggestion: Distribute a copy of **BLM SP5-16A Lesson 16 Words and Phrases** to each student.

Day 2 Word Analysis and Vocabulary

Objective

The students will sort and write words with **endings** and complete sentences with content words. They will use a table to write vocabulary words, select words to match definitions, and complete sentences in context.

Introduction

Write the following **endings** on the board: able, ance, ant, ence, ent, ible. Invite students to refer to the list words, found on page 61, for this activity. Read each Pattern Word and select a volunteer to state and spell the **ending** of the word.

Directed Instruction

- 1 Explain that this week's Content Words relate to the theme of coral reefs. Teach about the following kinds of reefs—atoll, barrier, and fringing. An *atoll* is a circular coral reef surrounding a lagoon; a *barrier reef* lies farther out in the ocean, is parallel to the coastline, and has a lagoon that separates the reef from the shore; a *fringing reef* lies close to the coastline and does not have a lagoon between it and the shore. Point out that *atoll* and *barrier* are Content Words.
- 2 Proceed to [page 61](#). Say, spell, and say each Pattern, Content, and Vocabulary Word. Provide this week's Challenge Words and have students write them in the spaces provided. Instruct students to complete the page.
- 3 Proceed to [page 62](#). Remind students that each Vocabulary Word contains a root and an affix(es). Build each Vocabulary Word before students complete the page. For example, the prefix *ex-* goes with the root *claim* to get the word *exclaim*. Allow students to independently complete the page. Assist as needed.

Differentiated Instruction

- For students who spelled all the words correctly on the Pretest, select and assign Extra Challenge Words from the following list: **melodic, exhortation, amendment, emphysema, syntax, telecomputing.**
- For students who spelled less than half correctly, assign the following Pattern, Content, and Vocabulary Words: **sensible, obedient, entrance, important, difference, comfortable, atoll, polyp, barrier, tropical, exclaim, disruption.** On the Posttest, evaluate these students on the twelve words assigned; however, encourage them to attempt to spell all the list words to the best of their ability. They are also responsible for writing the dictated sentences.

Student Day 2

Name _____

Lesson 16 Word Analysis

Endings

Pattern Words

sensible _____
pleasant _____
obedient _____
entrance _____
important _____
convenient _____
difference _____
intelligence _____
reasonable _____
deliverance _____
comfortable _____
indestructible _____

Write Pattern Words to complete the exercises. Sort the words according to their ending.

- | | | |
|----------------------|---------------------------|-------------------|
| 1-2 able | 3-4 ance | 5-6 ant |
| 7-8 ence | 9-10 ent | 11-12 ible |
| 1. reasonable | 2. comfortable | |
| 3. entrance | 4. deliverance | |
| 5. pleasant | 6. important | |
| 7. difference | 8. intelligence | |
| 9. obedient | 10. convenient | |
| 11. sensible | 12. indestructible | |

Write Content Words to complete the exercises.

Content Words

atoll _____
polyp _____
skeletal _____
barrier _____
calcium _____
tropical _____
nutrients _____

13. An individual coral is called a **polyp**.
14. Polyps produce **calcium** that hardens and forms a skeletal base.
15. The polyps attach themselves to the **skeletal** base that forms into a coral reef.
16. Coral reefs are found in **tropical** areas where the ocean water is warmer than 65 degrees Fahrenheit.
17. A **barrier** reef is a ridge of coral that lies parallel to a coastline but is separated from it by a bay or lagoon.
18. An **atoll** is a circular coral reef that surrounds an island and a lagoon.
19. Polyps get their **nutrients** from a type of algae that lives in the coral reefs.

Vocabulary Words

exclaim _____
proclamation _____
corrupting _____
disruption _____

Challenge Words



Great Barrier Reef

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Student Day 2

Prefix	Root	Suffix
ex- out	claim, clam call out	-ation state of
pro- forward	rupt break	-ing continuous action
cor- with		-ion state of
dis- off		

Lesson 16 Vocabulary

Endings

Pattern Words

sensible _____
pleasant _____
obedient _____
entrance _____
important _____
convenient _____
difference _____
intelligence _____
reasonable _____
deliverance _____
comfortable _____
indestructible _____

Write the Vocabulary Words. Order may vary.

1. **exclaim**
2. **proclamation**
3. **corrupting**
4. **disruption**

Refer to the table to complete the exercises. Match each word to its definition.

- | | |
|--------------------------|--|
| c 5. exclaim | a. the state of announcing something |
| a 6. proclamation | b. continually breaking away from what is good |
| b 7. corrupting | c. to speak or call out loudly |
| d 8. disruption | d. the state of breaking something apart or interrupting |

Write Vocabulary Words to complete the sentences.

9. A severe storm can cause a **disruption** on a coral reef by smashing a section into pieces.
10. Rico volunteered for a coral cleanup after hearing a **proclamation** from the Reef Rescue Association on television.
11. Rico learned that fertilizers and pesticides used on land eventually enter the ocean and begin **corrupting** the coral reef's ecosystem.
12. The volunteer coordinator began to **exclaim** that the cleanup process was a success.

Choose the word that matches each definition.

- | | |
|---|--|
| 13. not able to be destroyed
<input type="radio"/> skeletal
<input checked="" type="radio"/> indestructible
<input type="radio"/> intelligence
<input type="radio"/> proclamation | 14. easy to get to
<input checked="" type="radio"/> convenient
<input type="radio"/> intelligence
<input type="radio"/> comfortable |
| 15. not extreme or unusual
<input type="radio"/> difference
<input type="radio"/> entrance
<input checked="" type="radio"/> reasonable | 16. a rescue
<input checked="" type="radio"/> deliverance
<input type="radio"/> atoll
<input type="radio"/> important |



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Student Spelling Support Materials

BLM SP5-01A
BLMs SP5-16D–E
Card stock
BLM SP5-01G
3" × 5" Index cards

Student Spelling Support

1. Use **BLM SP5-01A A Spelling Study Strategy** in instructional groups to provide assistance with some or all of the words.
2. Duplicate **BLMs SP5-16D–E Lesson 16 Spelling Words I and II** on **CARD STOCK** for students to use as flash cards at school or at home. Another option is to use **BLM SP5-01G Flash Cards Template** or **3" × 5" INDEX CARDS** for students to write their own flash cards to use as a study aid.
3. Invite students to write the Challenge Words, numbers 24 and 25, in the Word Bank, in the back of their textbook.
4. Read Proverbs 16:24:
"**Pleasant** words are like a honeycomb, sweetness to the soul and health to the bones." Discuss with the students how kind words are much more beneficial than harsh words, even in times of conflict. Brainstorm a list of **pleasant** words and phrases titled, "Ways to Praise." Write the words and phrases on a poster board and display it in your classroom. Challenge students to refer to the poster when they feel the urge to say words that are unkind and negative, encouraging them to replace their harsh words with kind and pleasant words.

Cont. on page 65

- 4 Homework suggestion: Distribute a copy of **BLM SP5-16B Lesson 16 Phrases and Sentences** to each student.

Day 3 Word Study Strategies

Objective

The students will write list words to complete analogies. They will write list words that are related forms of groups of words.

Introduction

Instruct students to refer to the list words on page 63 for today's activities. Write the following incomplete analogies on the board:

- Square is to a box as circle is to an _____. (**atoll**)
- A person is to a citizen as a wall is to a _____. (**barrier**)
- Incomplete is to unfinished as unbreakable is to _____. (**indestructible**)

Read the first analogy and ask a volunteer to state how the words *square* and *box* are related. (**Possible answer: A square is the shape of a box.**) Apply the same relationship to the second part of the analogy by asking students which list word has a circular shape. (**an atoll**) In the next analogy, assist students in understanding the relationship between *person* and *citizen*. (**Person and citizen are synonyms.**) Apply the same relationship to *wall*. (**barrier**) Continue with the third bulleted analogy.

Directed Instruction

- 1 Write the following related words on the board:

- inconveniences, inconvenient, conveniences, _____ (**convenient**)
- obey, obediently, obedience, _____ (**obedient**)

Read the first group of words and have a volunteer state a list word that is a related form of the given words. Repeat the process for the second group of related words. As a challenge, select volunteers to make their own list of related words for the following:

- cooperate (**Possible answers: cooperates, cooperating, cooperated**)
- possible (**Possible answers: possibility, impossible, impossibility**)

- 2 Proceed to **page 63**. Allow students to read the directions and complete the page independently. Select volunteers to read the exercises and provide the answers.

Day 4 Writing

Objective

The students will write list words that are synonyms for given words within the context of an invitation.

Introduction

Display **T-12 Coral Reef** on the overhead. Ask students if they are interested in scuba diving and would like to visit a coral reef someday. Have them describe the things they might see. Ask students why it is critical to be obedient to the directions of a scuba instructor. (**Possible answers: A scuba instructor knows more, including safety issues.**)

Brainstorm others to whom it is important for students to be obedient (**Possible answers: God, father, mother, teacher**) and why (**Possible answer: Ephesians 6:1–2 says: "Children, obey your parents in the Lord, for this is right. 'Honor your father and mother,' which is the first commandment with promise."**).

Directed Instruction

- 1 Explain that today's assignment has to do with synonyms. Remind students that a synonym is a word that means the same or almost the same as another word. Select a volunteer to state a synonym for *hot*. (**Possible answer: tropical**) As a challenge, select volunteers to name several synonyms and write them on the board.

- 2 Proceed to **page 64**. Select a student to read the sentences at the

top of the page. Allow students to work independently, assisting as needed. When finished, invite a volunteer to read the invitation orally, inserting the synonyms in place of the given words.

- 3 Homework suggestion: Distribute a copy of **BLM SP5-16C Lesson 16 Test Prep** to each student.

Day 5 Posttest

Objective

The students will correctly write dictated spelling words and sentences.

Introduction

Review by using flash cards noted in Student Spelling Support, number 2.

Directed Assessment

- Dictate the list words by using the Pretest sentences or developing original ones. Reserve *entrance*, *important*, *atoll*, *tropical*, and *disruption* for the dictation sentences.
- Read each sentence. Repeat as needed.
 - Lee walked through the entrance to the library.
 - He had an important science project to do.
 - Lee wanted to make a model of an atoll.
 - He needed to learn about this type of tropical coral reef.
 - Lee was quiet and did not cause a disruption for the librarian.
- If assigned, dictate Extra Challenge Words.
- Score the test, counting each misspelled word as an error. Correct the dictation sentences by grading only the spelling words or grading the complete sentences.

Student Spelling Support

Cont. from page 64

- Challenge students to write several paragraphs about an undersea diving adventure at the Great Barrier Reef near Australia. Have students write about what they would see, touch, hear, taste, and or smell. Encourage students to use several spelling words.
- Write this week's words, categorize the Pattern, Content, and Vocabulary Words, and attach them to the Word Wall.
- For visual learners, write the Pattern Words on one set of twelve 3" x 5" INDEX CARDS, omitting the **endings**. On a second set of twelve 3" x 5" INDEX CARDS, write each ending twice—*able*, *ance*, *ant*, *ence*, *ent*, and *ible*. Allow students to match the beginning part of each word to its ending. Students may refer to the list of words in their spelling book to check for accuracy.

Student Day 3

Name _____

An analogy is made up of two word pairs. Both pairs of words have the same kind of relationship.

Choose the best word for each analogy. Write it on the line.

- Kittens is to kitten as polyps is to polyp.
 - Out is to in as an exit is to an entrance.
 - Trustworthy is to honest as enjoyable is to pleasant.
 - Alaska is to arctic as Hawaii is to tropical.
 - Structure is to structural as skeleton is to skeletal.
 - Necessary is to required as accessible is to convenient.
 - Peaceful is to undisturbed as interruption is to disruption.
 - Reef is to coral as bones is to calcium.
 - Balloons is to helium as foods is to nutrients.
 - Connect is to a bridge as block is to a barrier.
 - Space is to planet as ocean is to atoll.
 - Addition is to sum as subtraction is to difference.
- Write a list word that is a related form of the given words.
- exclamation, exclaimed, exclaiming, exclaim
 - tropic, tropics, tropically, tropical
 - proclaim, proclaimed, proclamations, proclamation
 - deliver, delivers, delivering, deliverance
 - intelligent, unintelligent, intelligently, intelligence
 - corrupt, corrupted, corruption, corrupting
 - indifferent, different, differences, difference
 - destruct, destruction, indestruction, indestructible
 - uncomfortably, comfortably, uncomfortable, comfortable
 - reason, reasonably, unreasonably, reasonable
 - sensibly, sensibleness, insensible, sensible
 - obedience, obediently, disobedient, obedient
 - unimportant, importance, importantly, important



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Lesson 16

Word Study Strategies

Endings

Pattern Words

sensible
pleasant
obedient
entrance
important
convenient
difference
intelligence
reasonable
deliverance
comfortable
indestructible

Content Words

atoll
polyp
skeletal
barrier
calcium
tropical
nutrients

Vocabulary Words

exclaim
proclamation
corrupting
disruption

Student Day 4

A synonym is a word that means the same or almost the same as another word.

Read the sentence and invitation. Write a list word that is a synonym for each underlined word. Refer to the Spelling Dictionary.

Raul, a scuba diving instructor, posted a flyer with the following **announcement**:

Scuba Fun Adventures

Who: Students enrolled in classes at Scuba Fun Adventures

What: A coral reef dive

Where: Oceanside Shores

When: Saturday, August 23 at 7:00 A.M.

Why: For divers to experience an **enjoyable** undersea ocean adventure.

Significant information: Interested persons must be present at 7:00 A.M. to board the boat. The boat will leave promptly at 7:15 A.M. Taking the boat is the most **accessible** way to reach the reef; however, if you miss the boat or do not want to ride it, you can swim to the reef. If you choose to swim, remember this **wise** rule—swim with a buddy. The boat will stay anchored near the reef for three hours. Divers may take breaks after a **logical** amount of time underwater. Snacks and drinks are available just inside the **entry** to the cabin. The boat will return to shore at 11:00 A.M.

- proclamation
- pleasant
- important
- convenient
- sensible
- reasonable
- entrance

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Lesson 16

Writing

Endings

Pattern Words

sensible
pleasant
obedient
entrance
important
convenient
difference
intelligence
reasonable
deliverance
comfortable
indestructible

Content Words

atoll
polyp
skeletal
barrier
calcium
tropical
nutrients

Vocabulary Words

exclaim
proclamation
corrupting
disruption