

Important Concepts . . .

Preview Review



Language Arts

Grade 5

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 W1 - Quiz	Textbooks <i>Collections: Tales– Clever, Foolish, and Brave</i>
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 W2 - Quiz	
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 W3 - Quiz	

Language Arts Grade 5
 Version 5
 Preview/Review W3 - Lesson 4

Publisher: Alberta Distance Learning Centre
 Author: Pam Wenger
 In-House Teacher: Bill Peterson

Project Coordinator: Dennis McCarthy
 Preview/Review Publishing Coordinating Team: Nina Johnson,
 Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Five Language Arts



***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

Wuns apou 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!

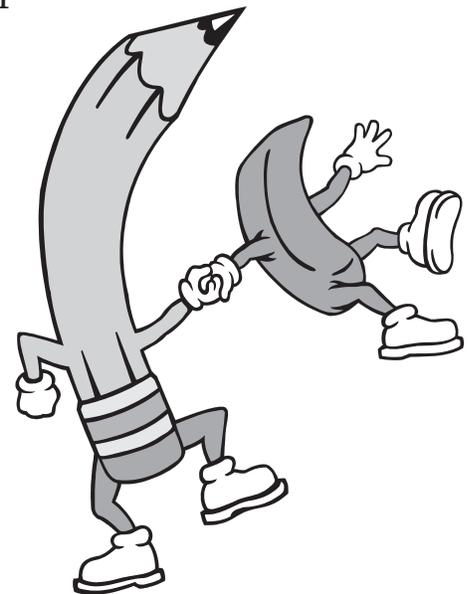
Why does spelling matter?

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.

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 rat in the house might excite the idiot cat**.
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”

Let's Try It!

A. Develop a mnemonic to help you remember how to spell the following words.

knee _____

equipment _____

pail _____

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***.

Let's Try It!

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

principal _____

different _____

moment _____

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

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.

salmon

knot

scissors

rhythm

fasten

daughter

lamb

wrap



Extra Practice

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

rough _____

government _____

accident _____

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

Hi Sally! I mist seeing you last weak. I here you where in town. I was gone to sea my frend in Edmonton.

I'm glad the whether was good for ewe. It wouldn't have bean fare if the wind blue. The temperature is grate today. I no you wood like it, to.

Since you've scene me last, I've really changed. My harestyle is knew and I've groan taller. I also went out to by sum new cloths two ware.

Their was a sail at the store. I herd about it threw friends.

