

CD Materials and Preparation

Optional pages:

- List 25 Spelling Words and List 25 Review
- Alternate Final Test List 25

Day 1

- Word Sort List 25
- *Latin-Derived Suffixes*

Day 4

- *Word Map*
- *Word Map: Possible*

Day 2

- *Word Meaning*

Day 1

A Closer Look

- The word *flexible* is from Latin and contains the root that means “to bend.” Sources suggest the base word *flex* was derived from the Latin word for *flexible*. Lesson content will refer to the Latin root.

Latin-Derived Suffixes *able* and *ible*

- Display *Latin-Derived Suffixes* part A. Read the words together.

These words are formed from a base word and the English spelling for suffixes derived or taken from Latin.

Explain definitions of unfamiliar words.

What is the base word for each word? *predict, avoid*

- Select a student to write the base words for display.
What suffix was added to each base word? *able*
The suffix *able* means “capable of, worthy of, or fit for.” It is usually added to a base word rather than a word root.
Which word means “capable of being avoided”? *avoidable*
Which word means “capable of telling or trying to tell what will happen before it does”? *predictable*
Was there any change to the spelling of the base words when the suffix *able* was added? *no*
- Reveal part B. Read the words together.
- Choose a student to write the base words for display.
Which suffix was added to the base words? *able*
Which word means “evident or worthy of notice”? *noticeable*
Which word means “capable of showing knowledge of”? *knowledgeable*
Was there any change to the spelling of the base words? *no*

Pattern Words

accountable
noticeable
flexible
acceptable
possible
available
terrible
affordable
predictable
edible
avoidable
knowledgeable
preferable
attainable
credible
irreplaceable
profitable
eligible
remarkable
tangible

Review Words

significant
excellence
absorbency
persistence
reluctance

The Latin-derived suffixes *able* and *ible* mean “capable of, worthy of, or fit for.” The suffix *able* is usually added to a base word. **acceptable** **profitable**
The suffix *ible* is often used with a word root. **credible** **possible**
Adding the suffix *able* or *ible* forms an adjective.

Word Sort

Sort each Pattern Word by its suffix.

Base word + *able*

accountable

noticeable

acceptable

available

affordable

predictable

avoidable

knowledgeable

preferable

attainable

irreplaceable

profitable

remarkable

Word root + *ible*

flexible

possible

terrible

edible

credible

eligible

tangible



edible berries

Why is the final *e* of the base word kept when the suffix is added? *to retain the soft g or soft c sound*

- Reveal part C. Read the words together.
These words are formed from a word root and a suffix taken from Latin. Which suffix is used in these words? *ible*
The suffix *ible* also means “capable of, worthy of, or fit for.” Word roots usually use the *ible* spelling.
- Call attention to each word root as it is discussed.
The word root *flex* means “bend.” What does *flexible* mean? *able to be bent; capable of being bent*
The word root *tang* means “touch.” What do you think *tangible* means? *capable of being touched*
- Elicit examples of things that are flexible and things that are tangible.
- Follow a similar procedure with the word *credible*.

Word Sort

- Instruct the students to turn to Worktext page 98.
- Display Word Sort List 25. Explain the Word Sort activity and discuss sorting each Pattern Word by the spelling of its suffix.

Word Study

Add the suffix *able* or *ible* to each base word or word root to write the Pattern Word.

1. profit profitable
2. knowledge knowledgeable
3. notice noticeable
4. avail available
5. prefer preferable

Add the suffix *able* or *ible* to each base word or word root to write the Pattern Word. Refer to the chart to write the meaning of the related word. The first one has been done for you.

Word Part and Meaning

tang	touch	flex	bend
ed	eat	elig	choose
cred	believe		

Base word or word root	Related word	Meaning of related word
6. avoid	avoidable	capable of being avoided
7. ed	<u>edible</u>	<u>fit for eating</u>
8. tang	<u>tangible</u>	<u>capable of being touched</u>
9. elig	<u>eligible</u>	<u>worthy of being chosen</u>
10. flex	<u>flexible</u>	<u>capable of being bent</u>
11. accept	<u>acceptable</u>	<u>capable of being accepted</u>
12. cred	<u>credible</u>	<u>worthy of being believed</u>

Write the Pattern Word that completes each sentence.

- remarkable 13. The _____ anglerfish can change color throughout its life.
- affordable 14. Because Grandma's income is limited, she needs an _____ car.
- terrible 15. The residents of Japan have experienced some _____ earthquakes.
- irreplaceable 16. Passed down through five generations, Grandpa's Bible is an _____ treasure.
- predictable 17. God made the planets in the solar system to travel _____ paths around the sun.
- attainable 18. Each week our swimming instructor sets _____ goals that we can reach if we are willing to put forth the effort.
- accountable 19. Because I am _____ to my parents, I am expected to explain my actions to them.
- possible 20. It is _____ for people to view the ocean floor because of modern technology.



Flexible trees bend in the wind.

Spelling 6

List 25 • 99

- ▶ Choose a student to read the first word.
Which suffix is used in the word *accountable*? *able*
Under which heading would we write this word? *under the Base word + able heading*
- ▶ Direct the students to write *accountable* under the correct heading as you write for display.
- ▶ Follow the same procedure with each word as you complete the Word Sort.

Pretest

- ▶ Follow the procedure for administering an optional self-assessment (page 7). The pretest may be administered before or after teaching this lesson.
- | | | |
|------------|---------------|-------------|
| flexible | available | edible |
| avoidable | accountable | terrible |
| noticeable | knowledgeable | possible |
| acceptable | affordable | predictable |

Differentiated Instruction

Day 2

Word Study

- ▶ Write for display as a list: *afford, notice, accept, account, prefer*.
- ▶ Select a student to add the suffix *able* to write the related word.

Was there a spelling change to any of these base words when the suffix was added? *no*

- ▶ Circle the final *e* in the base word *notice*.

Why is the final *e* in *notice* kept when the suffix beginning with a vowel is added? *to keep the soft /c/ sound*

- ▶ Discuss the change in part of speech from the base word to the related word.

How does the addition of the suffix affect the part of speech in these words? *It changes the word from a verb to an adjective.*

Review Words

- ▶ Write for display as two heading groups: *ance, ancy, ant; ence, ency, ent*.
- ▶ As you call out each Review Word (*significant, excellence, absorbency, persistence, reluctance*), direct a student to write the word under the correct heading.

Word Meaning

- ▶ Display *Word Meaning*. Call attention to the headings.
- ▶ Draw attention to the first example.

We will add the suffix *able* or *ible* to each base word or word root.

Which related word means "capable of being bent"? *flexible*

- ▶ Select a student to write the word for display.
- ▶ Follow a similar procedure for the remaining sentences.
- ▶ Guide the students to the conclusion that word roots usually take the suffix *ible*. The suffix *able* is usually added to base words.
- ▶ Complete page 99.

Day 3

Practice Test

- Administer the practice test. Pronounce each word, use it in a sentence, and then repeat the word.

1. edible The prickly pear cactus produces an **edible** fruit.
2. acceptable My answer to the essay question was **acceptable**.
3. terrible Many people lost electrical power as a result of the **terrible** storm.
4. accountable I am **accountable** for the care of my cat.
5. knowledgeable My pastor is very **knowledgeable** about the Bible.
6. flexible Dad used a **flexible** hose to install a backyard fountain.
7. available We rented an **available** boat at the lake.
8. predictable The results of the science experiment were **predictable**.
9. noticeable There is a **noticeable** improvement in Shana's attitude about her chores.
10. affordable My cousin bought an **affordable** car to use during his college years.
11. avoidable With proper nutrition and oral hygiene, most tooth decay is **avoidable**.
12. possible Miss Blake showed me **possible** ways to solve the math problem.
13. profitable Daily piano practice is **profitable** for becoming an accomplished pianist.
14. credible Derrick gave a **credible** explanation for being late.
15. remarkable The sculptor's work is **remarkable**.
16. eligible Children ages eight to twelve are **eligible** for junior camp.
17. preferable Camping in fair weather is **preferable** to camping in the rain.
18. tangible I used a model ship as a **tangible** object to illustrate my oral report.
19. attainable Brooke's goal of running the mile in under ten minutes is **attainable**.
20. irreplaceable Aunt Sofia keeps her mother's ring as an **irreplaceable** family treasure.
21. excellence The gymnast is known for his **excellence** on the high bar.
22. reluctance I will do my homework without **reluctance**.

Proofreading

Lucy wrote a journal entry soon after moving to her new house.

Circle each misspelled word. Write the word correctly.

Last evening I swept the sidewalk and back porch. When I stepped outside this morning, there was a notiseable difference. Broken acorn shells lay scattered around the back porch and sidewalk. The empty shells were tangable evidence that squirrels had been eating the nuts.

I don't think that a clean porch and sidewalk are atainable goals as long as these squirrels are around. The mess they leave is terible. The only way it is possible to live with the squirrels is to sweep the porch and sidewalk daily. However, liking the squirrels is not entirely avoydable. I have to admit I enjoy watching them scurry up the oak trees in the backyard.

noticeable

tangible

attainable

terrible

possible

avoidable



Word Study

Write the Review Word that matches each clue.

persistence

1. the act or quality of persevering

significant

2. full of meaning

excellence

3. state of the highest quality; superiority

reluctance

4. state of hesitation; unwillingness

absorbency

5. the quality of taking in or soaking up

accountable
noticeable
flexible
acceptable
possible
available
terrible
affordable
predictable
edible
avoidable
knowledgeable
preferable
attainable
credible
irreplaceable
profitable
eligible
remarkable
tangible
significant
excellence
absorbency
persistence
reluctance

23. significant There has been a **significant** increase in Sunday school attendance.
24. persistence With **persistence** I taught my spaniel to sit on command.
25. absorbency This bath mat is made of natural fibers and has good **absorbency**.

- Follow the procedure for dictating a sentence (page 4).
This edible fruit has a remarkable flavor.

Proofreading

- Instruct the students to turn to Worktext page 100.
► Ask a student to read the introduction.

How is writing a journal entry related to spelling? It is a way to use writing to practice the correct spelling and meaning of words.

- Complete the page.

List 25 Review

Dictionary Skills

Use the Spelling Dictionary to complete the page.

Etymology

Locate the entry word. Complete the information for each word.

Entry word	Most recent language of origin	Original language	Original meaning
1. eligible	<i>Middle French</i>	Latin <i>ēligere</i>	<i>to choose or select</i>
2. tangible	<i>Late Latin</i>	Latin <i>tangere</i>	<i>to touch</i>
3. credible	<i>Middle English</i>	Latin <i>crēdere</i>	<i>believe</i>
4. edible	<i>Late Latin</i>	Latin <i>edere</i>	<i>to eat</i>
5. flexible	<i>Middle French</i>	Latin <i>flectere</i>	<i>to bend</i>
6. terrible	<i>Middle English</i>	Latin <i>terrēre</i>	<i>to terrify or frighten</i>

Definitions

Locate the entry for each underlined word. Write the definition number that matches the way the word is used in the sentence.

Definition number

7. The gift with my name on it was tangible evidence that someone had remembered my birthday. 2
8. Mom treated the noticeable stain on my shirt before she washed it. 1
9. The lemonade tasted terrible because we forgot to add the sugar. 2
10. The local park is a possible location for our picnic. 3
11. Eating fruits and vegetables is profitable to a person's health. 2

Locate each entry word. Write an original sample sentence for the given definition.

12. profitable (definition 1) _____

13. possible (definition 1) _____



Day 4

Review

- ▶ Select a review activity from the Activities and Games section of the Teacher's Toolkit CD to reinforce this week's spelling skills.

Dictionary Skills

- ▶ Distribute a *Word Map* form to each student.

We can identify and use information from a dictionary entry to complete a word map. The activities on the word map help us analyze the meaning of an entry word in several ways.

- ▶ Display *Word Map: Possible*. Point out the six sections.
- ▶ Complete each section of the word map as it is discussed. Direct the students to complete parts 2–6 of their individual word maps as you write for display.
- ▶ Draw attention to the entry word *possible* in the first section of the word map.
- ▶ Ask the students to locate the entry word *possible* in the Spelling Dictionary. Direct the students to read the entry silently.

- ▶ Draw attention to number 2 on the word map.
What part of speech is given for the word *possible*?
adjective
What does that tell us about this word? It describes a person, place, thing, idea, or feeling.
- ▶ Point to number 3. Ask a student to read aloud the first definition in the dictionary entry. Discuss the meaning of the definition as needed.
- ▶ Point to number 4.
Can you think of a word that has an opposite meaning of the word *possible*? Possible answers: impossible, unlikely
- ▶ Draw attention to number 5. Ask students to write the first definition for *possible* in their own words. Invite several students to read their definition aloud.
- ▶ Ask a volunteer to write an original definition for display.
- ▶ Point to number 6. Direct the students to write an original sample sentence for definition 1.
- ▶ Encourage several students to share their sentences.
- ▶ Invite a student to write an original sentence for display.
- ▶ Complete page 101.

Day 5

Final Test

- ▶ Administer the final test. Pronounce each word, use it in a sentence, and then repeat the word.
- ▶ Follow the procedure for sentence dictation.
 1. He is a knowledgeable and credible speaker.
 2. An affordable computer is available for sale.