

COMMON CORE VOCABULARY TOOLKIT

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GRADE 5



**WORKSHEETS
SYLLABICATION
CONTEXT CLUES
ASSESSMENTS**



Vocabulary Worksheet #1

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

Vocabulary Words Definitions

- | | |
|----------|--|
| page (n) | 1. One side of a sheet of paper. |
| page (v) | 2. To call one's name to come forward. |

I saw our name listed on the second page ____ of the reservations, but the hostess never did page ____ us to sit down.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Word
	nomin		name	_____
		ee	receiver	_____
nominee _____				

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

nominee () _____

Directions: Consult a thesaurus to write the best synonyms for the vocabulary word.

Synonym _____ Synonym _____

Idioms (non-literal expression used by a certain language group)

Directions: As used in the following sentence, interpret or explain the meaning of this idiom: "pins and needles." She was waiting on pins and needles to find out if she won the contest.

Vocabulary Worksheet #2

Word Relationships: Synonyms

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
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worried (adj)	Showing stress or concern.
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anxious (adj)	Feeling nervous about something soon to happen.
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Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
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ordinary (adj)	Common or nothing special.
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exceptional (adj)	Rare or extremely special.
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Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: vary (v) Definition: To make one thing different from another.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: achieve (v) Definition: To reach or gain.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Study Cards #1 and #2

page	one side of a sheet of paper	page	to call ones name to come forward
nomin	name	ee	receiver
worried	showing stress or concern	anxious	feeling nervous about something soon to happen
ordinary	common or nothing special	exceptional	rare or extremely special
vary	to make one thing different from another	achieve	to reach or gain

Vocabulary Test: Lessons 1–4

Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-----------------|---|
| ___ 1. page | A. To reach or gain |
| ___ 2. nomin | B. Feeling nervous about something soon to happen |
| ___ 3. ee | C. To make one thing different from another |
| ___ 4. anxious | D. Receiver |
| ___ 5. ordinary | E. Common or nothing special |
| ___ 6. vary | AB. To summon a person by calling their name |
| ___ 7. achieve | AC. Name |

Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--------------------|--|
| ___ 8. sign | A. To make one angry or impatient |
| ___ 9. dec | B. Action or process |
| ___ 10. ade | C. To manage or direct |
| ___ 11. skeptical | D. To gain or take ownership |
| ___ 12. irritate | E. Ten |
| ___ 13. acquire | AB. Questioning what's commonly accepted |
| ___ 14. administer | AC. To write one's signature |

Directions: Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this idiom: “pins and needles.”

16. Write a sentence showing the meaning of this idiom: “Don’t spread yourself too thin.”

17. Write a sentence showing the meaning of this word: “nominee.” _____

18. Write a sentence showing the meaning of this word: “decade.” _____

Inflected Endings Syllable Division

- | | | |
|----------------|----------------|----------------|
| 1. radios | 2. feminine | 3. virtuous |
| 4. rodeos | 5. possessed | 6. undoubtedly |
| 7. superheroes | 8. undertaking | 9. bereavement |
| 10. midwives | 11. written | 12. national |
| 13. buries | 14. microcosm | 15. repulsion |
| 16. monkeys | 17. Hinduism | 18. musician |
| 19. eyelashes | 20. activist | 21. capable |
| 22. couches | 23. inventor | 24. visible |
| 25. infatuated | 26. amphibian | 27. terrarium |

Inflections Rule: Inflected endings change the grammar or function of the word. English has very few inflected endings compared to most other languages.

Examples: slow, slower, slowest, slowly

Inflected Endings Syllable Division Worksheet

Directions: Print the Inflected Endings Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

Inflections Rule: Inflected endings change the grammar or function of the word. English has very few inflected endings compared to most other languages. **Examples:** sow, slower, slowest, slowly.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |

Inflected Endings Syllable Division

Answers

- | | | |
|--------------------|-------------------|-------------------|
| 1. rá/di/os | 2. fé/mi/nine | 3. vír/tu/ous |
| 4. ró/de/os | 5. pos/séssed | 6. un/dóub/ted/ly |
| 7. sú/per/he/roes | 8. ún/der/ta/king | 9. be/réave/ment |
| 10. míd/wives | 11. wrít/ten | 12. ná/tio/nal |
| 13. bú/ries | 14. mí/cro/co/sm | 15. re/púl/sion |
| 16. món/keys | 17. Hín/du/i/sm | 18. mu/sí/cian |
| 19. éye/la/shes | 20. ác/ti/vist | 21. cá/pa/ble |
| 22. cóu/ches | 23. in/vén/tor | 24. vís/i/ble |
| 25. in/fá/tu/a/ted | 26. am/phí/bi/an | 27. ter/rá/ri/um |

Inflections Rule: Inflected endings change the grammar or function of the word. English has very few inflected endings compared to most other languages.

Examples: slow, slower, slowest, slowly

Context Clues Strategies and Worksheets

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

Finish the sentence.

See how the word fits into the whole sentence.

Pronounce the word out loud.

Sometimes hearing the word will give you a clue to meaning.

Syllables—Examine each word part.

Word parts can be helpful clues to meaning.

Before—Read the sentence before the unknown word.

The sentence before can hint at what the word means.

After—Read the sentence after the unknown word.

The sentence after can define, explain, or provide an example of the word.

Grammar—Determine the part of speech.

Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

Often a sentence will have two clauses with one clause listing the word and the other clause defining it.

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looey**, not a right turn.

Logic—Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

Context Clues Worksheet

Directions: After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

The Laurho Dinner Party

Last **Ertoke** December, Synonym just before Christmas, I had the extreme pleasure of boarding Air Force One and flying across the Atlantic to attend an important government dinner in a distant **laurho** _____. What a party it was with delicious **swenjusa** _____ and festive drinks! The dining room was beautifully decorated and tinsel, lights, and bulbs hung splendidly on the twenty-foot Christmas **terraza** _____.

The dress was **yontuk** _____, _____ not formal, and the ladies enjoyed wearing their floor-length **goreds** _____. After dinner a young **westy** _____, _____ Princess Styvault, sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur Pierrot, who tinkled the ivories on the **soto** _____.

Context Clues Worksheet Answers

Correction Note: Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

The Laurho Dinner Party

Last **Ertoke** December, Synonym just before Christmas, I had the extreme pleasure of boarding Air Force One and flying across the Atlantic to attend an important government dinner in a distant **laurho** country Logic. What a party it was with delicious **swenjusa** food Example and festive drinks! The dining room was beautifully decorated and tinsel, lights, and bulbs hung splendidly on the twenty-foot Christmas **terraza** tree Example.

The dress was **yontuk** casual, Antonym not formal, and the ladies enjoyed wearing their floor-length **goreds** gowns Logic. After dinner a young **westy** woman, Synonym Princess Styvault, sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur Pierrot, who tinkled the ivories on the **soto** piano Example.

Vocabulary Review Games

These games will help your students review vocabulary words from the CCV Vocabulary Worksheets and the Greek and Latin Prefixes, Roots, and Suffixes Resource List.

Spell and Define Challenge Bowl

Divide your students into two groups and select one student as the host. Give the vocabulary review list to the host for reference. Students stand next to their desks. The host flips a coin to determine which group goes first. The host says any word part chosen at random and the first student must first spell then define the word part. If the student is unsure of either the spelling or definition, he or she may use a “lifeline” to ask another group member for assistance, but only once per game. If the student gets both the spelling and definition correct, he or she remains standing; if incorrect, the student takes a seat and the next word goes to the opposing team. The team with the last student standing wins.

Baseball

The teacher needs to assign each word or word part according to difficulty, from easy to hard, as a single, double, triple, or home run. Hint: Have many more singles cards than the others. Divide your students into two teams and establish four bases. When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the word part and the batter must give the definition within five seconds or the batter is out. Mix it up by giving definitions and having students come up with the matching word part. Three outs per each team per inning. Select a student to serve as scorekeeper, and have that student keep the team scores on the board.

Inventive Vocabulary Writing

Referencing the Greek and Latin prefixes, roots, and suffixes that students have already practiced, ask students to invent words that use each Greek and Latin word part in a sentence that uses context clues to show the meaning of each nonsense word. Encourage students to use “real” word parts to combine with each targeted word part to form multi-syllabic words. Award extra points for words used from prior week’s words. For variety, require students to write in different genre. Examples: brief narratives, classified ads, game directions, how-to paragraphs, dialogues, journals, advice columns.

Figures of Speech Brain-teasers

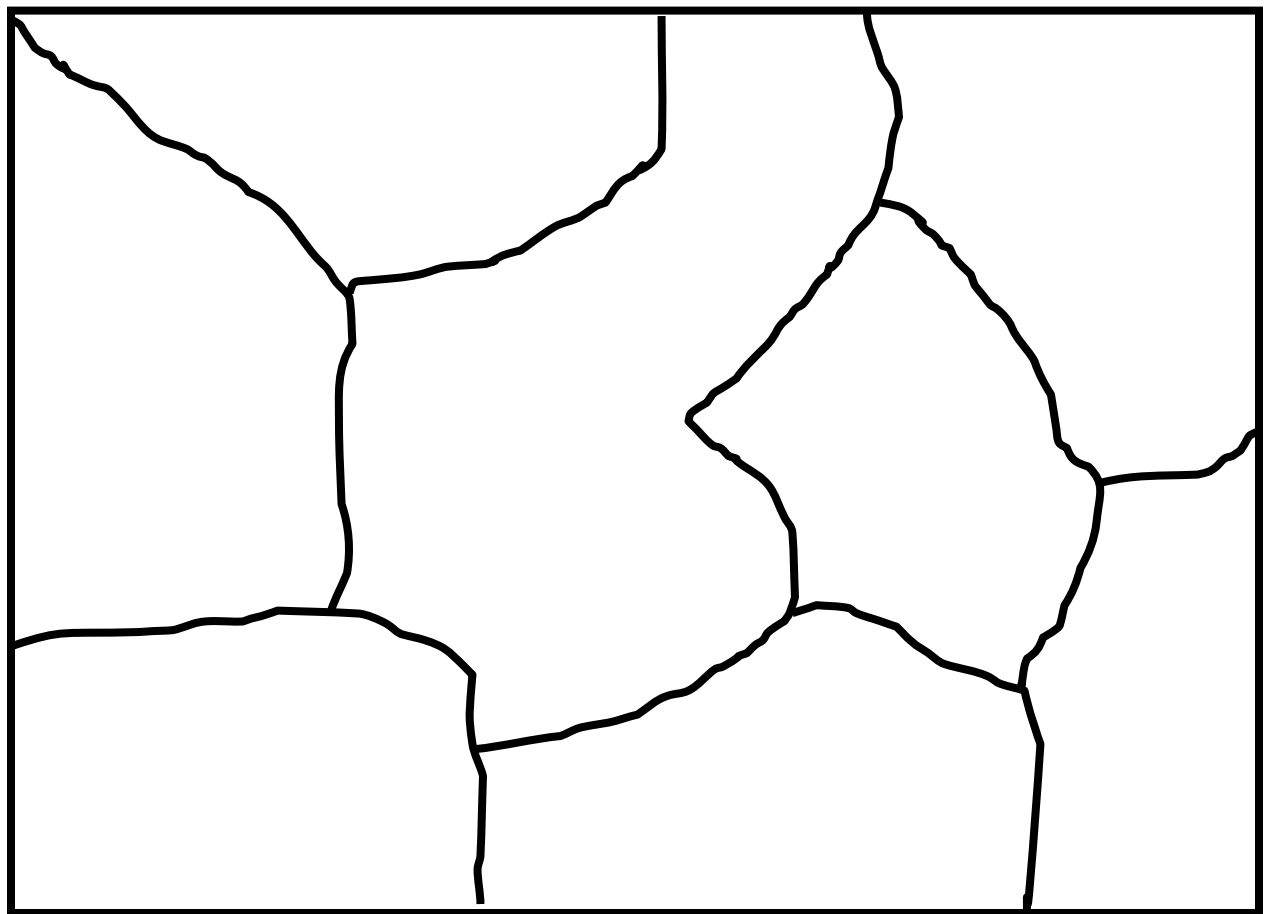
Referencing the idioms learned from their CCV Vocabulary Worksheets, students use pictures, symbols, and parts of words to represent these expressions on the front of a 3 x 5 card. On the rear of the card, translate the idiomatic expression and use the expression in a context clue sentence to show its meaning.

Word Part Puzzles

Pass out construction paper, rulers, and scissors to each student. Tell your students that they will use the Greek and Latin Prefixes, Roots, and Suffixes list to make a jigsaw puzzle with word parts and their definitions.

Directions:

1. Draw jigsaw puzzle lines on one side of light color construction paper so that you can fit the word parts and their definitions. Avoid small puzzle pieces.
2. Print the word part in dark pen or pencil at the edge of one puzzle piece and its matching definition at the edge of another puzzle piece that touches it, just like the model shows. Finish labeling the puzzle.
3. Cut out the puzzle pieces and place the word parts and their matching definitions face down on your desk. Put together the puzzle.
4. Label another set of word parts and their definitions on the blank side of the puzzle. You now have created two separate Word Part Puzzles.



Vocabulary Steps

Directions: Some vocabulary words require a *basic understanding*; others require *full understanding*. Study the example to see how completing the Sentence Frames helps deepen your understanding of the Vocabulary Word. Then complete the sentence frames to define a word that your teacher assigns.

Sentence Frames	Vocabulary Word:	democracy
	<i>full understanding</i>	
	It's important	it's what our levels of
	because...	government practice
	It's different than	a republic because a
	_____ because...	republic has a Constitution
	It's the same as	a republic because both have citizens
	_____ because...	who are allowed to vote
Examples of it	direct democracy like a club, representative	
would be...	democracy like Student Council	
It's an example of the	ways decisions are made in governments and	
following...	organizations.	
<i>basic understanding</i>		

Sentence Frames	Vocabulary Word: _____
	<i>full understanding</i>
	It's important _____
	because... _____
	It's different than _____
	_____ because... _____
	It's the same as _____
	_____ because... _____
Examples of it	_____
would be...	_____
It's an example of the	_____
following...	_____
<i>basic understanding</i>	

Semantic Spectrums

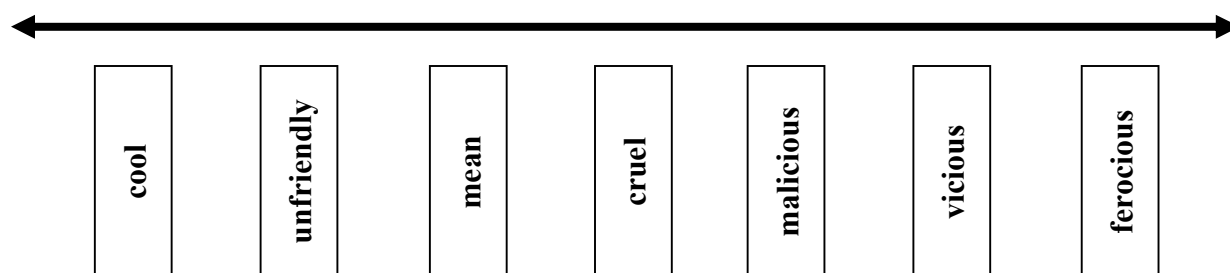
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means and how it is used.

Directions: Follow the model and example below to complete the spectrum, placing the vocabulary word that is assigned by your teacher in the appropriate location. Try to keep the same parts of speech as the vocabulary word for most of your words.

Model

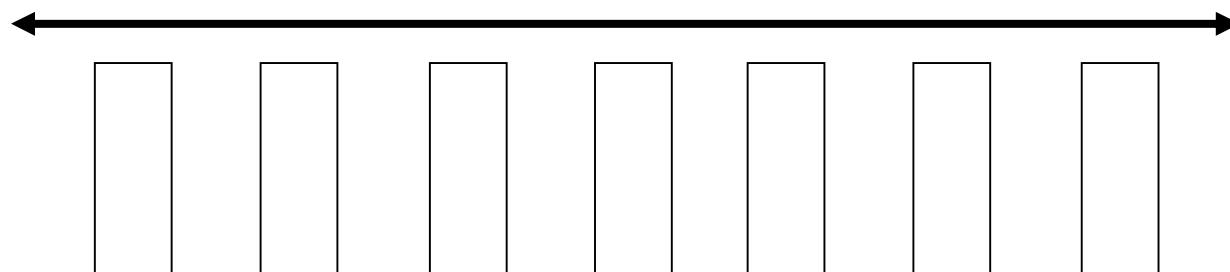


Example: Vocabulary Word *vicious*



Practice

Vocabulary Word _____



CCSS 5th Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
1	page	nomin ee		Idioms		
2			Synonyms: worried anxious		ordinary exceptional	vary achieve
3	sign	dec ade		Idioms		
4			Synonyms: skeptical doubtful		annoy irritate	acquire administer
5	tear	aqua(e) duct		Idioms		
6			Antonyms: violent peaceful		passive energetic	affect appropriate
7	lead	op pos(e)		Idioms		
8			Antonyms: success failure		blizzard drizzle	aspect assist
9	plain	mov er		Similes		
10			Part to Whole: kilometer meter		cheap expensive	category chapter
11	pitcher	dei ty		Similes		
12			Part to Whole: constellation galaxy		motivate inspire	commission community
13	batter	geo (o)logy		Similes		
14			Degree: observe stalk		fragile durable	complex conclude
15	strike	geno cide		Metaphors		
16			Degree: necessary essential		strange weird	conduct consequence
17	present	cred ible		Metaphors		
18			Item to Category: senate legislature		expedition journey	construct consume

CCSS 5th Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
19	pound	temporary		Metaphors		
20			Item to Category: villain character		ally rival	credit culture
21	patient	supply		Imagery		
22			Character to Location: monarch throne		cruel ruthless	design distinct
23	lean	monolith		Imagery		
24			Character to Location: cadaver morgue		insult offend	element equate
25	race	equate		Imagery		
26			Object to its Use: veil conceal		confuse comprehend	evaluate feature
27	coast	tribute		Adages		
28			Object to its Use: brake cease		intellectual genius	final focus
29	fire	hypothesis		Adages		
30			Source and its Object: exercise fitness		rookie veteran	impact injure
31	face	pardon		Adages		
32			Source and its Object: volcano lava		permanent eternal	institute invest

CCSS 5th Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
33	fit	collapse		Alliteration		
34			Worker to Work: pharmacist prescription		professional amateur	item journal
35	capital	amphibian		Alliteration		
36			Worker to Work: minister church		destroy create	maintain normal
37	key	telephone		Alliteration		
38			Problem to Solution: illness medicine		twilight dawn	obtain participate
39	odd	signature		Proverbs		
40			Problem to Solution: drought precipitation		shallow superficial	perceive positive
41	iron	polygon		Proverbs		
42			Defining Characteristic: tropical equator		estimate calculate	potential previous
43	state	differ		Proverbs		
44			Defining Characteristic: trophy award		trim prune	primary purchase
45	period	terrific		Onomatopoeia		
46			Lack of to Object: order chaos		tolerate permit	range region

Boldface denotes Introductory Standard for Fifth Grade Level.

CCSS Fifth Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
47	change	kilo gram		Onomatopoeia	change	kilo gram
48			Lack of to Object: privacy solitude			
49	even	aster oid		Onomatopoeia		
50			Tool to Worker: baton conductor		timid bold	reside resource
51	check	vac ancy		Symbolism		
52			Tool to Worker: script actor		lenient strict	secure seek
53	press	con vert		Symbolism		
54			Cause-Effect: effort achievement		ridicule mock	select site
55	spring	struct ure		Symbolism		
56			Cause-Effect: guilt shame		encouraged forbidden	strategy survey

Boldface denotes Introductory Standard for Fifth Grade Level.