


## 5th Grade Word Study Lesson Plans: Cycle 8

### Cycle 8

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|---|
| <b>Standards addressed this week:</b> <ul style="list-style-type: none"><li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</li><li>• Identify the tense of a verb (past, present, and future) and form and use the correct verb tense.</li><li>• Spell grade-appropriate words correctly, consulting references as needed.</li></ul> |
| <b>Grammar topic:</b> <ul style="list-style-type: none"><li>• Review regular past tense and irregular verbs (speak, take, meet, feel, bring, break, run, see, write, think).</li></ul>  |
| <b>Patterns of the week:</b><br><i>rupt:</i><br><i>mot:</i><br><b>Generalization:</b><br>rupt: Latin root for “break”<br>mot: Latin root for “move”<br><br><b>Spelling Words:</b> erupt, interrupt, rupture, abrupt, disrupt, promote, motion, demote, locomotive, motivate, emotion  |
| <b>Homophone pair:</b> dual/duel  |

### Materials

- [Life Work for Cycle 8](#)
- [Slides](#)
- [Link to Edulastic Quiz](#)
- Worksheets start on page 8; answer [key](#)
-  5th Grade ELA - Feedback SY25

| Helpful Vocabulary Reference |   |
|------------------------------|---|
| <b>Syllable</b>              | A chunk of a word where your mouth opens.<br>A syllable always has a vowel sound.   |
| <b>Short vowel syllable</b>  | Short vowel syllables have <b>one</b> vowel followed by one or more <b>consonants</b> .<br><br>This is also called a closed syllable.   |
| <b>Long vowel syllable</b>   | Long vowel syllables have <b>one</b> vowel as the <b>last</b> letter in the syllable.<br><br>This is also called an open syllable.  |
| <b>R-controlled</b>          | R-controlled syllables have a vowel followed by an <b>r</b> (ar, er, ir, or, ur). The r changes the sound of the vowel.   |
| <b>schwa</b>                 | A schwa is a very short, relaxed sound we often hear in the middle of words. It sounds like "uh" and is English's most common vowel sound. You can hear it in words like "sofa" (the "a" sound) and "banana" (the |

## 5th Grade Word Study Lesson Plans: Cycle 8

|                                 |   |
|---------------------------------|---|
|                                 | first and last "a" sounds).   |
| <b>vowel team syllable</b>      | A syllable that has two vowels next to each other that makes one sound.   |
| <b>double consonants</b>        | Syllable junctures occur between double consonants.   |
| <b>Final stable syllable</b>    | These syllables always appear at the end of the word and include a final le and often a consonant before it Cle, or they end in tion/sion.  |
| <b>base word</b>                | The smallest part of a word that has meaning and can be used on its own   |
| <b>Present Continuous tense</b> | The present continuous (also known as present progressive) tense describes actions that are currently happening at the moment of speaking or actions that are ongoing. It is formed using the present tense of the verb "to be" (am, is, are) followed by the present participle (verb + -ing). Example: "I am reading a book." |
| <b>Present Perfect</b>          | Actions that started in the past and continue to the present with an unspecified end. The present perfect tense is formed using the following:<br>HAVE/HAS + PAST PARTICIPLE (ing verb)   |
| <b>Past Perfect</b>             | An action completed before another past action.<br>Formula: Easy Formula to Remember:<br>"By the time [past simple], [past perfect]"  |
| <b>Future tense</b>             | will + main verb  |
| <b>Future Perfect</b>           | This tense describes actions that will be completed before a specific time.<br>The future perfect tense is formed using the following:<br>WILL + HAVE + PAST PARTICIPLE.<br>Example: "I will have finished my homework by 8 PM."  |

## 5th Grade Word Study Lesson Plans: Cycle 8

### Day 1:

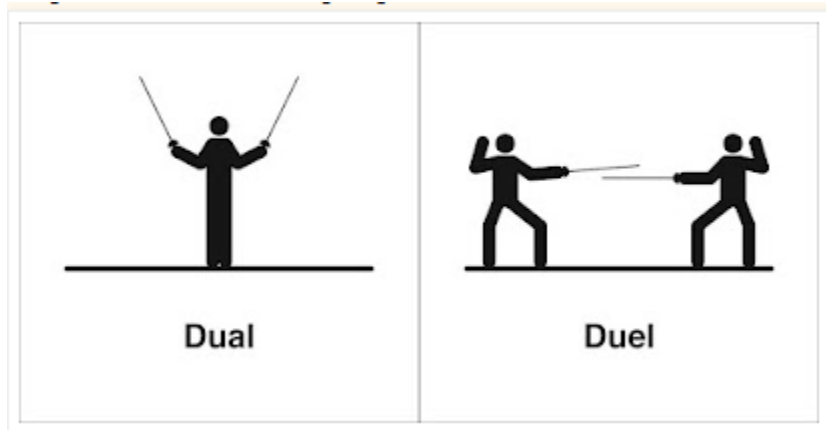
**Launch:** (30 seconds)

- We are starting our eighth-word study cycle of the year!

**Homophone pair:** (5 min)

Materials: slides, [word study notebooks](#)

- **Slide 3.** This week's pair is dual/duel. Use the pictures to discuss the differences between the two.



- Students take out their notebooks, copy the new words, and quickly draw a picture (they can copy what is on the slide or draw their own).

**Morphology/Spelling:** (25 min)

Materials: grammar notebooks and word [definitions](#) (Cut down the middle and distribute one to each student to paste into notebooks.)

- **Slide 4 .** Show words for this week: erupt, interrupt, rupture, abrupt, disrupt, promote, motion, demote, locomotive, motivate, emotion. Model scooping your finger under each syllable within each word while students read aloud with you as they scoop and blend the syllables.
  - Ask: What do you notice about all the words? [They contain the roots, rupt or mot.]
  - Let's view some pictures and definitions to learn more about what these two roots mean!
- **Slides 5-15.** Provide a visual representation of the word. Use the Talking Tidbits in text boxes to keep up engagement as needed! As students discuss the questions, use the word in their answers. As you go through each word, ask students to consider how the definition relates to the root.
- Once you've reviewed all the slides, stamp that *rupt* means "to break" and *mot* means "to move" forward/go.
  - Ask students if they know other words that contain these roots - list them on the board.
  - Ask students if they know words from other languages that contain these roots. Here is just one example of the word "erupt":
    - Spanish: Erupcionar
    - French: Érupter
- Note re: disrupt and interrupt: disrupt is a more long-term interruption.

## 5th Grade Word Study Lesson Plans: Cycle 8

Day 2:

Grammar: (30 min)

Materials: slides, grammar notebooks, 5.8.2 worksheet

- **Slide 17** This week, we will review verb tense using regular and irregular past tense verbs! We can usually change a verb to past tense by adding -ed. However, many verbs don't follow that rule.
- **Slide 18** (animated). Students should number their slates 1-4 and write the past tense form of each verb shown in the right column. They will likely pause at #4. Some students might write "bringed" (others might know the answer and write "brought"). Play along with the "bringed" answer to start. (Once you get to #4, you have to click 3 times to get the correct answer!)
- Say, "Some present tense verbs, like "bring," take on a whole new form in the past tense. We call these verbs irregular verbs." There are many irregular verbs in English, and the only way to learn them is to memorize them through a lot of practice!
- **Slide 19** (animated). Show students the additional irregular verbs they will learn this week. As you show each word, consider having students work in pairs to see if they can recall the correct version. Or they could simply write their answer/guess on a slate. Or you can explicitly show them the irregular version. Up to you!
- Wrap up by having a student tell you what new grammar rule they learned today: Some verbs do not end in -ed! We need to memorize how to write those verbs in the past tense.
- Students complete 5.8.2.
- Go over any that were tough for kids.

Day 3:

Spelling & Syllabication:

Materials: notebook, pencil, worksheet 5.8.3,

Syllabication (15 minutes)

- Begin with a brief review of syllables, emphasizing that they are chunks of a word with a vowel sound. Remind students that understanding syllables can help with spelling and pronunciation.
- Students should use the front of worksheet 5.8.3 to syllabicate the words.
- Discuss:
  - Use this to review the breve (short vowel) and macron (long vowel) symbols as with last week. Tell students to mark up each short vowel with a breve and each long vowel with a macron. Tell them to circle the r-controlled and final stable syllables. Ask students to point out where they hear a schwa.
- **Slide 21.** Correct vowel markings.
  - erupt: ē - rūpt
  - interrupt: ĩn - tēr - rūpt
  - rupture: rūp - tūre
  - abrupt: ā(schwa) - brūpt
  - disrupt: dīs - rūpt
  - promote: prō - mōte
  - motion: mō - tion
  - demote: dē - mōte
  - locomotive: lō - cō - mō - tīve (but oddball because makes the short i sound)
  - motivate: mō - tīv - āte
  - emotion: ē - mō - tion

## 5th Grade Word Study Lesson Plans: Cycle 8

- Homophone and Vocab Practice (15 minutes)
  - Side 2 of worksheet 5.8.3.
    - Part 1: Fill in the blank.
    - Part 2: Write a sentence with each homophone. Showcase strong sentences on the projector.

### Day 4:

#### Grammar and Homophone Review: (20 min)

Materials: 5.8.4 (grammar and homophones)

- Show **slide 23** to recap the grammar goal.
- Students complete 5.8.4.
  - #2 - A reminder that we do not underline the adverb “already” as part of the predicate (just “had covered”)
  - #4 - There are lots of verbs in this sentence, but only one (“took”) is the predicate!

#### Vocabulary review (10 min)

Materials: slates

- **Slides 24-32.** Example/Non-Example. Project a slide with a scenario using the cycle 8 words. Students give a thumbs up if the words are used correctly and a thumbs down if not. If there is time, challenge students to turn and talk about why the word is or isn’t used correctly using the word in their answer. Click the animated slide to show the answer.
  - Helpful frames: This is/is not an example of the word \_\_\_\_\_ because

### Day 5

#### Vocabulary/Spelling Pre-Quiz: (17 min)

Materials: 5.8.5 Practice Spelling Quiz, slides, slates

- 10 minutes - Today, students will take a 5.8.5 Spelling Practice Quiz to test their spelling knowledge of each word. Read the words in the following order, repeating up to 3 times per word. Then, show the answers on **slide 34**, and students should take note of the words they need to practice.
  - Read the following words aloud.
    1. emotion
    2. erupt
    3. motivate
    4. rupture
    5. locomotive
    6. disrupt
    7. abrupt
    8. demote
    9. motion
    10. promote
    11. interrupt (check to make sure kids have 2 rs!)
- After the quiz, show **slides 35-45**. Show a picture of each cycle 8 words and have students write the correct word on their slates. Click the animated slide to show the answer.

#### Grammar (10 min)

## 5th Grade Word Study Lesson Plans: Cycle 8

Materials: 5.8.5 Combining Sentences

- 5.8.5. Students rewrite sentences in the past tense.

### Homophone Review (3 minutes)

Materials: slides, slates

- **Slide 46 (animated).** Fill in the blank with the correct homophone (includes review). Click for the answers.

## Day 6

### Spelling Pre-Quiz: (10 min)

Materials: 5.8.6 Practice Spelling Quiz

- 10 minutes - Today, students will take a 5.8.6 Spelling Practice Quiz to test their spelling knowledge of each word. Read the definitions (not the answer!) in the following order, repeating up to 2 times per word. Then, show the answers on **slide 48**, and students should take note of the words they need to practice.
  1. locomotive - A vehicle that runs on rails and is used for moving railroad cars
  2. rupture - To break or burst suddenly; a break or tear
  3. emotion - The way a person's mood is shown
  4. disrupt - Sudden or unexpected
  5. promote - To support or actively encourage a cause or process; to move to a higher-ranking position at work
  6. motivate - To encourage
  7. erupt - To burst out suddenly or explode violently
  8. demote - To reduce to a lower rank or less senior position
  9. motion - The action or process of moving or being moved
  10. interrupt - To stop or break in on an action or conversation
  11. abrupt - sudden or unexpected

### Homophone Dictation: (5 min)

Materials: slides, slates

- **Slide 49 (animated).** Dictate the following sentences. Provide feedback to students on sentence conventions in addition to homophone spelling. Then click to show answers.
  1. *She challenged her rival to a duel.*
  2. *I use a dual purpose shampoo that washes and conditions at the same time.*

### Mixed Review: (15 min)

Materials: 5.8.6 Mixed Review

- Students complete worksheets in pairs or independently.

## Day 7

## 5th Grade Word Study Lesson Plans: Cycle 8

### Spelling Pre-Quiz: (10 min)

Materials: 5.8.7 Practice Spelling Quiz

- 10 minutes - Decide whether you want to read the definitions or dictate the words. The order is below, and the correct answers are on **slide 51**.
  1. interrupt
  2. abrupt
  3. motion
  4. demote
  5. erupt
  6. motivate
  7. promote
  8. disrupt
  9. emotion
  10. rupture
  11. locomotive

### Homophone Dictation: (5 min)

Materials: slides, slates

- Slide 52** Write a sentence with each homophone: duel/dual. Showcall strong sentences under the doc cam and give feedback on capitalization and punctuation!


### Mixed Review: (15 min)

Materials: 5.8.7 Mixed Review

- Students complete worksheets in pairs or independently.

## Day 8

### Quiz: (20 minutes)

Materials: [Quiz](#)  16-block Bingo Card.PDF

**Quiz Part 1: Spelling and homophone dictation:** Read the definition twice for each word.

1. Read the sentence fluently once. Pause for 2 seconds.
2. Read the sentence at about half speed once. Pause for 20 seconds.
3. Read the sentence fluently once more. Pause until almost everyone or everyone is finished, and then move on to the following sentence.

1. *The car has a dual electric and gas motor.*

2. *The two rivals started to duel.*

**Post Quiz Game:** Play charades, pictionary, or bingo! Have students use their word study journals to recall words from cycles 4-6. Then, only call words from those two cycles. For your reference:

- Cycle 4 words: local, locality, formal, formality, brutal, brutality, original, originality, individual, individuality, hostile, hostility)
- Cycle 5 words: metallic, metal, emphatic, emphasis, habit, habitual, excel, excellent, democrat, democracy
- Cycle 6 words: assume, assumption, presume, presumption, consume, consumption, resume, resumption, receive, reception, perceive, perception

Name \_\_\_\_\_

Date \_\_\_\_\_

## 5.8.2

### Part 1: Change the irregular verb in each sentence to the past tense.

Example: I bring. → I brought.

1. I speak loudly. →

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2. They take their time. →

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3. I will meet my mom at the store. →

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4. He feels bad about his mistake. →

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5. She runs fast →

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### Part 2: Change the irregular past tense verb in each sentence to the present tense.

6. He broke the fragile ornament. →

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7. I saw my friend walking down the street. →

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8. I wrote my name on my paper. →

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9. I thought about my options. →

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5.8.3 Syllabication Practice

Name \_\_\_\_\_

Part 1 Directions: Syllabicate the words by drawing scoops under each syllable.

1. erupt

2. interrupt

3. rupture

4. abrupt

5. disrupt

6. promote

7. motion

8. demote

9. locomotive

10. motivate

11. emotion

5.8.3 Continued

**Part 2 Directions: Fill in the blank using the word bank.**

erupt, interrupt, rupture, abrupt, disrupt, promote, motion, demote, locomotive, motivate, emotion

1. Global warming has begun to \_\_\_\_\_ the weather.
2. When the onlookers saw the sea turtles covered with plastic, they felt a wave of \_\_\_\_\_ in their hearts.
3. The author of Trash Vortex aims to \_\_\_\_\_ awareness about the dangers of plastic pollution in the ocean.
4. When underwater volcanoes \_\_\_\_\_, it can dramatically change the ocean landscape.
5. Plastic and other trash can cause delicate ocean coral to \_\_\_\_\_, which will negatively affect the sea creatures living in the reefs.
6. Scientists are working hard to \_\_\_\_\_ people to reduce their use of single-use plastics.
7. The \_\_\_\_\_ of the ocean is affected by currents.
8. An \_\_\_\_\_ change in the weather can cause stronger ocean currents, impacting marine life.

## 5th Grade Word Study Lesson Plans: Cycle 8

9. The sight of the smoke from a massive \_\_\_\_\_ engine reminded us about the impact of pollution on the environment.
10. During the factory owner's speech, a protestor student shouted, "Save our planet!" to \_\_\_\_\_ the speaker's flow.
11. The boss had to \_\_\_\_\_ the employee after he heard about his rude post on social media.

### Part 3. Create a sentence for each homophone.

duel:

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dual:

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Worksheet 5.8.4**

**Part 1: Separate the complete subject from the complete predicate with a vertical line (|). Then, underline the simple subject once and the simple predicate twice.**

1. By 2030, scientists will have studied the long-term effects of microplastics on ocean ecosystems.
2. Plastic debris had already covered many beaches before the cleanup efforts began.
3. Environmental groups are raising awareness about the impact of plastic pollution on ocean health through global campaigns.
4. Amazing volunteers took action by organizing beach clean-up events to combat the plastic waste problem.

**Part 2: Complete the chart**

|   | past | present | present continuous | future    |
|---|------|---------|--------------------|-----------|
| 5 |      | speak   |                    |           |
| 6 |      |         | is taking          |           |
| 7 |      |         |                    | will meet |
| 8 | felt |         |                    |           |
| 9 |      | bring   |                    |           |

## 5th Grade Word Study Lesson Plans: Cycle 8

|    |         |       |            |            |
|----|---------|-------|------------|------------|
| 10 |         | break |            |            |
| 11 |         |       | is running |            |
| 12 |         |       |            | will write |
| 13 | thought |       |            |            |

### Worksheet 5.8.4 Cont...

#### Part 3: Complete the sentence using the correct form of each verb.

14. Later today, I \_\_\_\_\_ (speak) at a climate change protest.

15. Yesterday, I \_\_\_\_\_ (speak) with people who were littering on the beach.

16. So far, I have been \_\_\_\_\_ (speak) with scientists from 12 different countries about the dangers of single-use plastics.

#### Part 4: Imagine you are an expert on the dangers of plastic pollution and you spoke to a class of second graders about the problem. Use the following verbs to summarize the information you shared with the students.

**Verbs to use:** see, write, feel, meet

Yesterday, I

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## 5th Grade Word Study Lesson Plans: Cycle 8

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Name \_\_\_\_\_

### 5.8.5 Spelling Practice Quiz

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

5th Grade Word Study Lesson Plans: Cycle 8

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Worksheet 5.8.5**

**Instructions:** Rewrite each sentence in the past tense.

1. Maria speaks three languages.

\_\_\_\_\_

2. The delivery person will take our package.

\_\_\_\_\_

3. My grandmother feels much better after resting.

4. James brings his famous chocolate cake.

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5. My sister runs five miles each morning.

---

Name \_\_\_\_\_

**5.8.6 Spelling Practice Quiz**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_



**5th Grade Word Study Lesson Plans: Cycle 8**

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Worksheet 5.8.6 Review**

**Select the best word to complete each sentence.**

1. The volcano began to \_\_\_\_\_ without warning.
  - a) erupting
  - b) erupt
  - c) erupted
  - d) eruption
  
2. The old steam \_\_\_\_\_ is now displayed in the railroad museum.
  - a) locomotion
  - b) locomotives
  - c) locomotive
  - d) locomoticals

### 5th Grade Word Study Lesson Plans: Cycle 8

3. Her \_\_\_\_\_ departure from the meeting surprised everyone.
- a) abrupt
  - b) rupture
  - c) interrupt
  - d) erupt
4. Please don't \_\_\_\_\_ while others are speaking.
- a) disrupt
  - b) interrupt
  - c) erupt
  - d) both a and b are correct
5. The coach tries to \_\_\_\_\_ the team by offering extra practice time.
- a) motivation
  - b) emotional
  - c) motivate
  - d) emotion
6. The pipe began to \_\_\_\_\_ due to the freezing temperatures.
- a) rupture
  - b) interrupt
  - c) erupt
  - d) disrupt
7. He was \_\_\_\_\_ to assistant manager after three years of hard work.
- a) promoted
  - b) demoted
  - c) motivated
  - d) emotioned
8. The constant noise continued to \_\_\_\_\_ the classroom.
- a) erupt
  - b) disrupt
  - c) rupture
  - d) interrupt

## 5th Grade Word Study Lesson Plans: Cycle 8

9. The \_\_\_\_\_ in her voice showed how excited she was.

- a) motion
- b) emotional
- c) emotion
- d) motivate

10. The planets are in constant \_\_\_\_\_ as they orbit the sun.

- a) motion
- b) emotion
- c) promotion
- d) motivation

11. Unfortunately, he was \_\_\_\_\_ after making too many mistakes.

- a) demote
- b) demotion
- c) demoting
- d) demoted

Name \_\_\_\_\_

Date \_\_\_\_\_

### Worksheet 5.8.7 Review

Part 1: Irregular Verbs: Fill in the blanks with the correct past tense form of the irregular verbs provided.

1. Yesterday, I \_\_\_\_\_ (speak) with my teacher about ocean pollution.

2. She \_\_\_\_\_ (take) the plastic bottle to the recycling bin.

3. We \_\_\_\_\_ (meet) at the beach cleanup last weekend.

4. He \_\_\_\_\_ (feel) sad when he saw the litter on the shore.

5. They \_\_\_\_\_ (bring) reusable bags to avoid plastic waste.

## 5th Grade Word Study Lesson Plans: Cycle 8

6. The storm \_\_\_\_\_ (break) many branches that ended up in the ocean.
7. The children \_\_\_\_\_ (run) along the beach picking up trash.
8. I \_\_\_\_\_ (see) a documentary about marine life affected by plastic.
9. She \_\_\_\_\_ (write) a letter to the mayor about the pollution.
10. We all \_\_\_\_\_ (think) about ways to reduce our plastic usage.

### Worksheet 5.8.7 Review Cont...

#### Part 2: Vocabulary Riddles

Instructions: Read each riddle and write the correct vocabulary word.

11. I am a sudden and unexpected change, often surprising. What am I?
12. I am a feeling that moves you deeply, often showing on your face. What am I?
13. I am a powerful engine that pulls train cars. What am I?
14. I can cause a disturbance or break the flow of something. What am I?
15. I am the act of supporting or advancing a cause. What am I?

## 5th Grade Word Study Lesson Plans: Cycle 8

16. I happen when a volcano explodes with force. What am I?

17. I am the act of moving or changing place. What am I?

18. I can break or tear apart, often with force. What am I?

19. I am when someone is moved to a lower rank or status. What am I?

20. I am when someone cuts in on a conversation or activity. What am I?