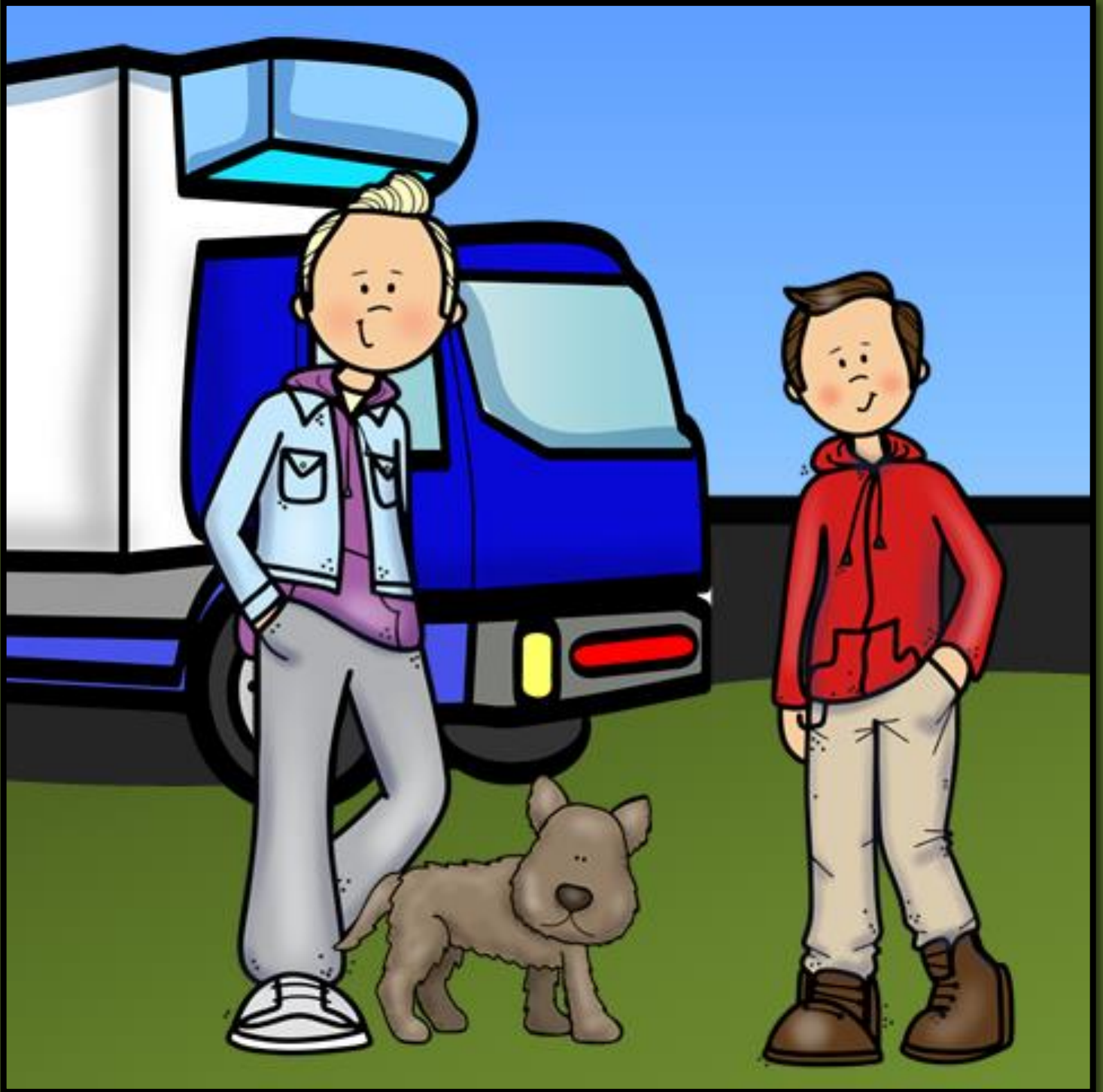


# Dear Mr. Henshaw

*Digital + Printable Book Unit Preview*



Created by Gay Miller



Thank you for downloading this preview of *Dear Mr. Henshaw*. Other book units may be found at <http://www.teacherspayteachers.com/Store/Gay-Miller>

## Gay Miller

For teachers who wish paperless activities, this unit contains a links to **Boom Learning** Decks as well as **Google Digital** resources. This packet also contains graphic organizers for an interactive notebook covering vocabulary, comprehension questions, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.



[Purchase the full unit here.](#)

### *Dear Mr. Henshaw*

By Beverly Cleary

Genre ~ Young Adults

Theme ~ overcome obstacles by developing a positive attitude

Reading Level ~ Scholastic Level Q

Lexile ~ 910L

Interest Level ~ Grades: 3 – 8

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# Lesson Plans at a Glance

| Read  | Vocabulary List & Vocabulary Booklet |        | Comprehensi on Quiz    | Constructed Response Question         | Root Word of the Day                  | Skill Practice  |
|---|--------------------------------------|--------|------------------------|---------------------------------------|---------------------------------------|---|
| Letters 1-10<br>May 12 - November 20                    | enclosure<br>mincemeat               | Page 1 | Letters 1-10           | Making Connections<br>Summarizing     | rupt                                  | Spelling Rules<br>IE vs. EI                             |
| Letters 11-20<br>November 22 - December 21              | refinery<br>broker                   | Page 2 | Letters 11-20          | Character Traits                      | phos/photo                            |   |
| Diary 21-28<br>December 22 - January 10                 | fictitious<br>retainer               | Page 3 | Diary 21-28            | Setting                               | tract                                 | Adjectives  |
| Letters 29-31 +<br>Diary 32-37<br>January 12-February 2 | mimeograph<br>wrath                  | Page 4 | Letters 29-37          | Comparing Characters<br>Vivid Imagery | meter                                 |   |
| Diary 38-43<br>February 4 - February 9                  | strand<br>reception                  | Page 5 | Diary 38-43            | Mood                                  | port                                  | Capitalizing and Punctuating Days, Months, and Holidays |
| Letters 44-45<br>Diary 46-51<br>February 15-March 15    | insulate<br>fad                      | Page 6 | Letters 44-45          | Problem and Solution Chain            | graph/scrib                           |   |
| Diary 52-58<br>March 16-March 30                        | prose<br>reserved                    | Page 7 | Diary 52-58            | Summarizing<br>Theme                  | Video Lesson to Review all Root Words | Formal vs. Informal Text                                |
| Letter and Diary 59-60<br>March 31                      | bay<br>rumple                        | Page 8 | Letter and Diary 59-60 | Plot Development Chart                | Mixed Root Word Practice              |   |
|   | Vocabulary Test                      |        |                        |                                       |                                       |   |

## What do I read?

| Assignment | Number                         | Page #'s<br>from<br>Novel | Date                         |
|------------|--------------------------------|---------------------------|------------------------------|
| 1          | Letters 1-10                   | 1-15                      | May 12 -<br>November 20      |
| 2          | Letters 11-20                  | 16-37                     | November 22 –<br>December 21 |
| 3          | Diary 21-28                    | 39-53                     | December 22 –<br>January 10  |
| 4          | Letters 29-31 +<br>Diary 32-37 | 55-67                     | January 12-<br>February 2    |
| 5          | Diary 38-43                    | 67-87                     | February 4 –<br>February 9   |
| 6          | Letters 44-45 +<br>Diary 46-51 | 89-104                    | February 15-<br>March 15     |
| 7          | Diary 52-58                    | 104-121                   | March 16-<br>March 30        |
| 8          | Letter and Diary<br>59-60      | 123-END                   | March 31                     |

# Boom Learning

**The vocabulary and comprehension questions for this unit have been created using Boom Learning.**

Boom Cards live in the cloud. They can't be printed. They play on most modern browsers, Android, iPads, iPhones, and Kindle Fires. You open a Boom Learning account to play them (to protect the children). Create Fast Play pins to assign your Boom Cards to students.

Boom Learning also has premium accounts. Premium accounts offer advanced assignment tools, individual and whole class performance tracking, and more. If you are a new Boom Learning customer, when you redeem your Boom Cards purchase you get 90-day free trial of a premium account. When your trial ends, you can renew or move to a free account. You may upgrade, downgrade or cancel at any time. Free accounts use purchased Boom Cards with Fast Play pins.

# Google Slides

**The constructed response questions and all skill lessons for this unit have been created using Google Slides.**

A student packet containing comprehension questions and constructed response wiring prompts without CCSS is offered through Google Slides. You can assign this packet to students to help with distance learning. [Note: This packet is not editable.]

This unit contains 5 video lessons. The videos are embedded in Google Slides. Each video slide is followed by a digital organizer for students to learn the rules for the skills that are taught. The printable organizers are offered as Google Slides. All text can be edited before printing with these organizers.

Following a series of lessons, students practice their skills through games, activities, and traditional worksheets. Select between digital or printable versions of these activities.

## Letter and Diary 59-60 [bay and rumple]

1. Sort the words from the box by their meanings.

|        |      |       |
|--------|------|-------|
| yap    | cove | yelp  |
| harbor | howl | haven |

| Bay meaning inlet | Bay meaning dark |
|-------------------|------------------|
| _____             | _____            |
| _____             | _____            |
| _____             | _____            |

2. Circle the word that does not belong.

crumple, tidy, rumple, crinkle, pucker, scrunch up

Fill in the blanks with one of the vocabulary words.

- Rubber covered the wire to \_\_\_\_\_ the cable inside.
- The \_\_\_\_\_ pies included a mixture of raisins, apples, and spices.
- My mother's \_\_\_\_\_ came out when we broke her favorite flower vase.
- Oil was sent to the \_\_\_\_\_ to be processed.
- They were \_\_\_\_\_ on a deserted island.
- He \_\_\_\_\_ her hair affectionately.
- The characters in the book are all \_\_\_\_\_.
- They went fishing in the \_\_\_\_\_.
- The letter has two \_\_\_\_\_.

## Letters 1-10 [enclosure and mincemeat]

1. Read these definitions of **enclosure**.

**Definition A** - an area that is surrounded by a wall, fence, enclosed space

**Definition B** - something that is included with a letter, package

Sort the words from the box by their meanings.

|            |                   |           |
|------------|-------------------|-----------|
| addition   | pen (animal cage) | insertion |
| attachment | enclosed space    | corral    |

| Definition A | Definition B |
|--------------|--------------|
| _____        | _____        |
| _____        | _____        |
| _____        | _____        |

Is **mincemeat** used correctly in the sentence?  
True or False

- \_\_\_\_\_ The idiom to make **mincemeat** out of someone means to defeat someone thoroughly in a game, fight, or argument.
- \_\_\_\_\_ We picked **mincemeat** when they became ripe.
- \_\_\_\_\_ Strawberry, raspberry, plum jam, or any homemade jam including **mincemeat** may be swapped out for dates in the crumble bars.
- \_\_\_\_\_ If you substitute butter for suet, it is possible to eat **mincemeat** pies that contain no meat at all.



## Letter and Diary 59-60 [bay and rumple]

- Sort the words from the box by their meanings.

|        |      |       |
|--------|------|-------|
| yap    | cove | yelp  |
| harbor | howl | haven |

| Bay meaning inlet | Bay meaning bark |
|-------------------|------------------|
| cove              | yelp             |
| harbor            | howl             |
| haven             | yap              |



- Circle the word that does not belong.

crumple, tidy, rumple, crinkle, pucker, scrunch up



Fill in the blanks with one of the vocabulary words.

- Rubber covered the wire to \_\_\_\_\_ **insulate** \_\_\_\_\_ the cable inside.
- The \_\_\_\_\_ **mincemeat** \_\_\_\_\_ pies included a mixture of raisins, apples, and spices.
- My mother's \_\_\_\_\_ **wrath** \_\_\_\_\_ came out when we broke her favorite flower vase.
- Oil was sent to the \_\_\_\_\_ **refinery** \_\_\_\_\_ to be processed.
- They were \_\_\_\_\_ **stranded** \_\_\_\_\_ on a deserted island.
- He \_\_\_\_\_ **rumpled** \_\_\_\_\_ her hair affectionately.
- The characters in the book are all \_\_\_\_\_ **fictitious** \_\_\_\_\_.
- They went fishing in the \_\_\_\_\_ **bay** \_\_\_\_\_.
- The letter has two \_\_\_\_\_ **enclosures** \_\_\_\_\_.

## Letters 1-10 [enclosure and mincemeat]

- Read these definitions of **enclosure**.

**Definition A** - an area that is surrounded by a wall, fence, etc. : an enclosed space

**Definition B** - something that is included with a letter or in a package

Sort the words from the box by their meanings.

|            |                   |           |
|------------|-------------------|-----------|
| addition   | pen (animal cage) | insertion |
| attachment | enclosed space    | corral    |

| Definition A   | Definition B |
|----------------|--------------|
| pen            | attachment   |
| corral         | insertion    |
| enclosed space | addition     |



Is **mincemeat** used correctly in the sentence?  
True or False

- T** The idiom to make **mincemeat** out of someone means to defeat someone thoroughly in a game, fight, or argument.
- F** We picked **mincemeat** when they became ripe.
- T** Strawberry, raspberry, plum jam or any homemade jam including **mincemeat** may be swapped out for dates in the crumble bars.
- T** If you substitute butter for suet, it is possible to eat **mincemeat** pies that contain no meat at all.

# Common Core State Standards Reading: Literature

## 3rd Grade

|                            | <a href="#">CCSS.ELA-Literacy.RL.3.1</a> | <a href="#">CCSS.ELA-Literacy.RL.3.2</a> | <a href="#">CCSS.ELA-Literacy.RL.3.3</a> | <a href="#">CCSS.ELA-Literacy.RL.3.4</a> | <a href="#">CCSS.ELA-Literacy.RL.3.5</a> | <a href="#">CCSS.ELA-Literacy.RL.3.6</a> | <a href="#">CCSS.ELA-Literacy.RL.3.7</a> | <a href="#">CCSS.ELA-Literacy.RL.3.9</a> | <a href="#">CCSS.ELA-Literacy.RL.3.10</a> |
|----------------------------|--|--|--|--|--|--|--|--|---|
| Making Connections         |  |  |  |  |  |  |  | *  | *   |
| Summarizing                |  | *  |  |  | *  |  |  |  | *   |
| Character Traits           |  |  | *  |  |  |  |  |  | *   |
| Setting                    |  |  | *  |  |  |  |  |  | *   |
| Comparing Characters       | *  |  |  |  | *  |  |  |  | *   |
| Vivid Imagery              | *  |  |  |  |  |  |  |  | *   |
| Mood                       | *  |  |  |  |  |  |  |  | *   |
| Problem and Solution Chain |  | *  |  |  | *  |  |  |  | *   |
| Summarizing                |  | *  |  |  | *  |  |  |  | *   |
| Theme                      |  | *  |  |  |  |  |  |  | *   |
| Plot Development Chart     |  | *  |  |  |  |  |  |  | *   |

# Common Core State Standards Reading: Literature

## 4<sup>th</sup> Grade

|                            | <a href="#">CCSS.ELA-Literacy.RL.4.1</a> | <a href="#">CCSS.ELA-Literacy.RL.4.2</a> | <a href="#">CCSS.ELA-Literacy.RL.4.3</a> | <a href="#">CCSS.ELA-Literacy.RL.4.4</a> | <a href="#">CCSS.ELA-Literacy.RL.4.5</a> | <a href="#">CCSS.ELA-Literacy.RL.4.6</a> | <a href="#">CCSS.ELA-Literacy.RL.4.7</a> | <a href="#">CCSS.ELA-Literacy.RL.4.9</a> | <a href="#">CCSS.ELA-Literacy.RL.4.10</a> |
|----------------------------|--|--|--|--|--|--|--|--|---|
| Making Connections         |  |  |  |  |  |  |  | *  | *   |
| Summarizing                |  | *  |  |  | *  |  |  |  | *   |
| Character Traits           |  |  | *  |  |  |  |  |  | *   |
| Setting                    |  |  | *  |  |  |  |  |  | *   |
| Comparing Characters       | *  |  |  |  | *  |  |  |  | *   |
| Vivid Imagery              | *  |  |  |  |  |  |  |  | *   |
| Mood                       | *  |  |  |  |  |  |  |  | *   |
| Problem and Solution Chain |  | *  |  |  | *  |  |  |  | *   |
| Summarizing                |  | *  |  |  | *  |  |  |  | *   |
| Theme                      |  | *  |  |  |  |  |  |  | *   |
| Plot Development Chart     |  | *  |  |  |  |  |  |  | *   |

## Dear Mr. Henshaw ~ Letters 1-10 (May 12 - November 20)

1. A good title for Chapter 1 could be ---.

- a. Dog Tricks
- b. Growing Up
- c. Moving to a New Town
- d. Writing Letters

3. True or False

- \_\_\_\_ Leigh wishes he had a dog.
- \_\_\_\_ Leigh's favorite book is *Ways to Amuse a Dog*.
- \_\_\_\_ Leigh has a good sense of humor.
- \_\_\_\_ Leigh is currently in 4<sup>th</sup> grade.

5. Match each mistake to what is wrong.

- |  |                         |
|--|-------------------------|
| ____ We licked it.                           | a) wrong word           |
| ____ Keep in tutch.                          | b) grammar              |
| ____ I am a great enjoyer of your books.     | c) incorrect word usage |
| ____ ...moose meat loaf don't sound too bad. | d) spelling             |

2. Letters 1-10 are mostly told from which point of view?

- a. 1<sup>st</sup>
- b. 2<sup>nd</sup>
- c. 3<sup>rd</sup>

4. How do Leigh's letters change? Check all that apply.

- \_\_\_\_ longer
- \_\_\_\_ more serious
- \_\_\_\_ more detailed
- \_\_\_\_ sadder

6. Match the slang/idiom phrases to their meanings.

- |  |   |
|--|---|
| ____ go climb a tree                       | a) sit still  |
| ____ apply the seat of my pants to a chair | b) go away and stop bothering me  |
| ____ Messing A. Round                      | c) to spend time doing various things that are not important [written to look like a person's name] |

7. On September 20, Leigh writes an amusing postscript:

De Liver  
De Letter  
De Sooner  
De Better  
De Later  
De Letter  
De Madder  
I Getter

Explain the humor in this postscript.

---

---

---

---

---

---

---

---

## Letters I-10 ~ Constructed Response - Summarizing



List 5 events that happened in Letters 1-10 in the order that they happened.

1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

[CCSS.ELA-Literacy.RL.3.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
[CCSS.ELA-Literacy.RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
[CCSS.ELA-Literacy.RL.5.2](#) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

# Answer Keys for Comprehension and Writing



## Dear Mr. Henshaw ~ Letters 1-10 (May 12 - November 20)

1. A good title for Chapter 1 could be ---.

- a. Dog Tricks
- b. Growing Up
- c. Moving to a New Town
- d. **Writing Letters**

3. True or False

- F** Leigh wishes he had a dog.  
**T** Leigh's favorite book is *Ways to Amuse a Dog*.  
**T** Leigh has a good sense of humor.  
**F** Leigh is currently in 4<sup>th</sup> grade.

5. Match each mistake to what is wrong.

- |   |                         |
|---|-------------------------|
| <u><b>a</b></u> We licked it.                           | a) wrong word           |
| <u><b>d</b></u> Keep in tutch.                          | b) grammar              |
| <u><b>c</b></u> I am a great enjoyer of your books.     | c) incorrect word usage |
| <u><b>b</b></u> ...moose meat loaf don't sound too bad. | d) spelling             |

2. Letters 1-10 are mostly told from which point of view?

- a. **1<sup>st</sup>**
- b. 2<sup>nd</sup>
- c. 3<sup>rd</sup>

4. How do Leigh's letters change? Check all that apply.

- ☒ longer  
☐ more serious  
☒ more detailed  
☐ sadder

6. Match the slang/idiom phrases to their meanings.

- |   |   |
|---|---|
| <u><b>b</b></u> go climb a tree                       | a) sit still  |
| <u><b>a</b></u> apply the seat of my pants to a chair | b) go away and stop bothering me  |
| <u><b>c</b></u> Messing A. Round                      | c) to spend time doing various things that are not important [written to look like a person's name] |

7. On September 20, Leigh writes an amusing postscript:

De Liver  
De Letter  
De Sooner  
De Better  
De Later  
De Letter  
De Madder  
I Getter

Explain the humor in this postscript.

Leigh begins the lines with **De** (De is the beginning of de-liver and the word the.) He also ends each line with **-er** to make the postscript fun to read. (The postscript has a nursery-rhyme feel.)

Leigh needs a reply quickly from the author for his author report. Leigh is telling Mr. Henshaw he will be upset if he doesn't get these answers in time to use them for his report.

## Letters I-10 ~ Constructed Response - Summarizing



List 5 events that happened in Letters 1-10 in the order that they happened.

1

- Leigh writes to Mr. Henshaw in 2nd, 3rd, 4th, and 5th grades before he finally receives a letter actually written by Mr. Henshaw in 5th grade.

2

- Mr. Henshaw tells Leigh to read a different book written by him, so Leigh reads *Moose on Toast*.

3

- In 6th grade Leigh moves to a new town and goes to a new school. His teacher has the class write author reports, so Leigh sends Mr. Henshaw a list of 10 questions to answer for his report. Leigh doesn't get a response back in time, so he writes a report based on the information on the back cover of the book.

4

- Mr. Henshaw writes Leigh and answers the questions. Some of his answers aren't serious. For example, he says he doesn't have any kids because he doesn't raise goats.

5

- Leigh's mom finds his letter from Mr. Henshaw and tells him he must write back and answer the questions Mr. Henshaw asked Leigh. Leigh refuses at first, but eventually writes a letter answering 2 of the questions.

[CCSS.ELA-Literacy.RL.3.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
[CCSS.ELA-Literacy.RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
[CCSS.ELA-Literacy.RL.5.2](#) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



## Teacher Instructions for Root Word of the Day

Introduce one root word each day with these mini-activities. Each printable contains a left side for students to write 6 -9 words containing the root and a left side with a quick practice such as matching, fill-in-the-blanks, or a puzzle.

In the answer key section, I have provided a word list for each root. Use this to determine which words you want students to focus on (add to the left sides of their practice pages).

On Day 7 after 6 root words have been introduced, have students complete the video lesson with root word organizer.

Day 8 contains a series of Aggravation Games to practice with root words.

**Day 1** – rupt

**Day 2** – phos/photo

**Day 3** – tract

**Day 4** – meter/metr

**Day 5** – port

**Day 6** – graph/scrib/script




**Day 7** – Video Lesson with Organizer

**Day 8** – Mixed Practice



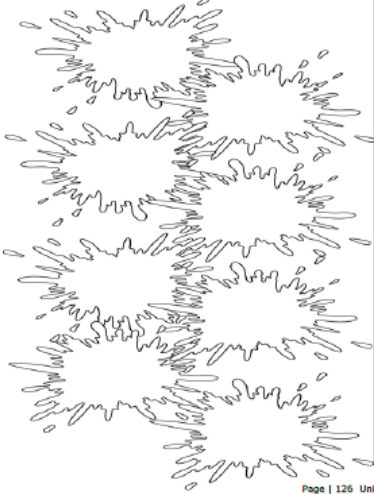
# Root Word of the Day

## Printable Activities

| rupt<br>[break, burst]  | phos/<br>photo<br>[light]  | tract<br>[to pull or drag]   |
|---|--|--|
|  |                                     |                   |
| abruptly<br>bankrupt<br>corrupt<br>disrupt<br>erupt                               | phosphorescent<br>phosphorus<br>photo albums<br>photobiotic<br>photocell<br>photocopy<br>photoelectric<br>photogenic | abstract<br>attract<br>contract<br>contraction<br>contractor<br>detract<br>distract                |
| incorruptible<br>interrupt<br>interruption<br>rupture<br>abruptly                 | photographs<br>photometer<br>photon<br>photosynthesis<br>phototropic<br>telephoto                                    | distraught<br>extracted<br>intractable<br>protractor<br>retract<br>subtract<br>traction<br>tractor |

Page | 124 Unit Created by Gay Miller

Write one word on each ruptured balloon that contains the root word rupt.



Page | 126 Unit Created by Gay Miller

- \_d\_ to break or burst out suddenly      b) disruptive  
 \_a\_ being open to corruption      c) interrupt  
 \_b\_ (adjective) causing or tending to cause disruption      d) erupt

Fill in the blanks with words from the word box.

|          |               |          |
|----------|---------------|----------|
| erupting | disrupted     | rupture  |
| corrupt  | interruptions | bankrupt |

- Water balloons are thin, small rubber balloons filled with a liquid, usually water. They rupture easily.
- I like to watch shows on Netflix because there are no commercial interruptions.
- Our baseball game was disrupted when a storm blew in.
- The firm became bankrupt after it discovered that two of the partners were misusing money.
- An erupting volcano can trigger tsunamis, flash floods, earthquakes, mudflows and falling rocks.
- Corrupt leaders have robbed their countries of billions of dollars by looting and stashing away money that should go to their citizens.

### Matching

- |  |                |
|--|----------------|
| _____ to cause to stop; break off                        | a) corruptible |
| _____ to break or burst out suddenly                     | b) disruptive  |
| _____ being open to corruption                           | c) interrupt   |
| _____ (adjective) causing or tending to cause disruption | d) erupt       |

Fill in the blanks with words from the word box.


|          |               |          |
|----------|---------------|----------|
| erupting | disrupted     | rupture  |
| corrupt  | interruptions | bankrupt |

- Water balloons are thin, small rubber balloons filled with a liquid, usually water. They \_\_\_\_\_ easily.
- I like to watch shows on Netflix because there are no commercial \_\_\_\_\_.
- Our baseball game was \_\_\_\_\_ when a storm blew in.
- The firm became \_\_\_\_\_ after it discovered that two of the partners were misusing money.
- An \_\_\_\_\_ volcano can trigger tsunamis, flash floods, earthquakes, mudflows and falling rocks.
- \_\_\_\_\_ leaders have robbed their countries of billions of dollars by looting and stashing away money that should go to their citizens.

Page | 117 Unit Created by Gay Miller

| Start  | able to be erupted | to ask questions or say things while another person is speaking | being open to corruption  | (adjective) causing or tending to cause disruption | (noun) the legal inability to pay debts | Start  |
|--|--------------------|---|---|--|---|--|
| one who corrupts                               |                    |   |   |  |   | breaking in or an invasion                             |
| having unshakable moral strength               |                    |   |   |  |   | the condition or an instance of disrupting             |
| a crack or break in something (such as a pipe) |                    |   |   |  |   | a road that breaks through the undisturbed countryside |
| sudden and not expected                        |                    |   |   |  |   | something that disrupts                                |
| Start  |                    |   |   |  |   |  |
| to disturb or cause confusion in               | not honest; wicked | to break or burst out suddenly                                  | (adjective) not able to pay money owed and free by law from having to pay | to cause to stop; break off                        | Start                                   |  |

**Rupt Word Bank**



abrupt      disruptor  
 bankrupt      erupt  
 bankruptcy      eruptible  
 corrupt      incorruptible  
 corruptible      interrupt  
 corruptors      interruption  
 disrupt      irruption  
 disruption      route  
 disruptive      rupture

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|   |               |
|---|---------------|
| 4. not honest; wicked   | corrupt       |
| 5. to disturb or cause confusion in                                 | disrupt       |
| 6. sudden and not expected  | abrupt        |
| 7. a crack or break in something (such as a pipe)                   | rupture       |
| 8. having unshakable moral strength                                 | incorruptible |
| 9. one who corrupts   | corruptors    |
| 10. able to be erupted  | eruptible     |
| 11. to ask questions or say things while another person is speaking | interruption  |
| 12. being open to corruption  | corruptible   |
| 13. (adjective) causing or tending to cause disruption              | disruptive    |
| 14. (noun) the legal inability to pay debts                         | bankruptcy    |
| 15. breaking in or an invasion                                      | irruption     |
| 16. the condition or an instance of disrupting                      | disruption    |
| 17. a road that breaks through the undisturbed countryside          | route         |
| 18. something that disrupts   | disruptor     |

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# Root Word of the Day

## Digital Activities

### Root Word - rupt

Rupt means \_\_\_\_\_

Type one word on each ruptured balloon that contains the root word rupt.

Type here.

Type here.

Type here.

Type here.

Type here.

Type here.

#### Matching

|  |                |
|--|----------------|
| _____ to cause to stop; break off                        | a) corruptible |
| _____ to break or burst out suddenly                     | b) disruptive  |
| _____ being open to corruption                           | c) interrupt   |
| _____ (adjective) causing or tending to cause disruption | d) erupt       |

#### Fill in the blanks with words from the word box.

|          |               |          |
|----------|---------------|----------|
| erupting | disrupted     | rupture  |
| corrupt  | interruptions | bankrupt |

- Water balloons are thin, small rubber balloons filled with a liquid, usually water. They \_\_\_\_\_ easily.
- I like to watch shows on Netflix because there are no commercial \_\_\_\_\_.
- Our baseball game was \_\_\_\_\_ when a storm blew in.
- The firm became \_\_\_\_\_ after it discovered that two of the partners were misusing money.
- An \_\_\_\_\_ volcano can trigger tsunamis, flash floods, earthquakes, mudflows and falling rocks.
- \_\_\_\_\_ leaders have robbed their countries of billions of dollars by looting and stashing away money that should go to their citizens.

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|           |           |    |  |    |    |           |           |
|-----------|-----------|----|--|----|----|-----------|-----------|
|           | Start<br> | 10 | 11   | 12 | 13 | 14        |           |
| 9         |           |    | <b>Rupt Word Bank</b><br><br>abrupt      disruptor<br>bankrupt      erupt<br>bankruptcy      eruptible<br>corrupt      incorruptible<br>corruptible      interrupt<br>corruptors      interruption<br>disrupt      irruption<br>disruption      route<br>disruptive      rupture |    |    |           | Start<br> |
| 8         |           |    |  |    |    |           | 15        |
| 7         |           |    |  |    |    |           | 16        |
| 6         |           |    |  |    |    |           | 17        |
| Start<br> |           |    |  |    |    |           | 18        |
|           | 5         | 4  | 3  | 2  | 1  | Start<br> |           |

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|  |
|--|
| 1. to cause to stop; break off   |
| 2. (adjective) not able to pay money owed and free by law from having to pay |
| 3. to break or burst out suddenly  |
| 4. not honest; wicked  |
| 5. to disturb or cause confusion in  |
| 6. sudden and not expected   |
| 7. a crack or break in something (such as a pipe)                            |
| 8. having unshakable moral strength  |
| 9. one who corrupts  |
| 10. able to be erupted   |
| 11. to ask questions or say things while another person is speaking          |
| 12. being open to corruption   |
| 13. (adjective) causing or tending to cause disruption                       |
| 14. (noun) the legal inability to pay debts                                  |
| 15. breaking in or an invasion   |
| 16. the condition or an instance of disrupting                               |
| 17. a road that breaks through the undisturbed countryside                   |
| 18. something that disrupts  |

**The follow pages show the parts to one lesson. All lessons include similar parts –**

- Video Lesson with Organizer**
- Practice**
- Full Page Answer Key**
- Digital and Printable Options**

# Watch this video!

## OU or OW

General Rule OU goes

Use **ou** in the **middle** of a  
(or middle of the syllable) and  
**ow** at the **end** of a word (or syllable)  
other than those that end in

This unit contains 6 video lessons. Students watch the video to learn the rules. They pause the video to complete their organizer. Then students continue to watch the video to check their answers,

### Vowel Rules

#### Spelling Vowel Rules

When two vowels come together, the first is usually long and the second is usually silent.

Examples  
Type here.  
Sometimes you must make spelling choices such as with  
ie or ei  
oi or oy  
ou or ow

#### IE or EI

Rule - i before e except after \_\_\_\_\_ or when sounding like \_\_\_\_\_ as in neighbor and weigh.

•Use i before e when the sound is long \_\_\_\_\_ except after the letter \_\_\_\_\_.  
•Use e before i when the sound is long \_\_\_\_\_. If the sound is not pronounced \_\_\_\_\_, it is usually spelled ei.

Examples  
Words with a C  
Type here.

Words with an a Sound  
Type here.

Words without a C that do not Pronounce with an E  
Type here.

#### OI or OY

Use oi in the \_\_\_\_\_ of a word and use oy at the \_\_\_\_\_ of a word.

Examples of OI  
Type here.  
Examples of OY  
Type here.

Type here. Type here.

#### OU or OW

General Rule  
OU goes \_\_\_\_\_.  
Use ou in the \_\_\_\_\_ of a word (or \_\_\_\_\_ of the \_\_\_\_\_) and use ow at the \_\_\_\_\_ of words (or syllables) other than those that end in \_\_\_\_\_ or \_\_\_\_\_.

Examples of OU without a n or l

Examples of OW with a n or l

Examples of OW

#### Spelling Vowel Rules

When two vowels come together, the first is usually long and the second is usually silent.

Examples

Sometimes you must make spelling choices such as with

ie or ei  
oi or oy  
ou or ow

#### IE or EI

Rule \_\_\_\_\_

Examples  
Words with a C

Words with an a Sound

Words without a C that do not Pronounce with an E

#### OI or OY

Rule \_\_\_\_\_

Examples of OI

Examples of OY

#### OU or OW

Rule \_\_\_\_\_

Examples of OU without a n or l

Examples of OW with a n or l

Examples of OW

#### OI or OY

oi in the \_\_\_\_\_ of a word and use oy at the \_\_\_\_\_ of a word.

Examples of OI

Examples of OY

#### OU or OW

General Rule  
OU goes \_\_\_\_\_.  
Use ou in the \_\_\_\_\_ of a word (or \_\_\_\_\_ of the \_\_\_\_\_) and use ow at the \_\_\_\_\_ of words (or syllables) other than those that end in \_\_\_\_\_ or \_\_\_\_\_.

Examples of OU without a n or l

Examples of OW with a n or l

Examples of OW

#### OI or OY

Use oi in the middle of a word and use oy at the end of a word.

Examples of OI  
boil  
soil  
moist  
coin  
choice  
poison

Examples of OY  
joy  
toy  
destroy

#### OU or OW

General Rule  
OU goes first.

Use ou in the middle of a word (or middle of the syllable) and use ow at the end of words (or syllables) other than those that end in n or l.

Examples of OU without a n or l  
mouse couch  
house pout  
mount shout  
out found  
ouch

Examples of OW with a n or l  
town owl  
down growl  
clown howl  
brown vowel

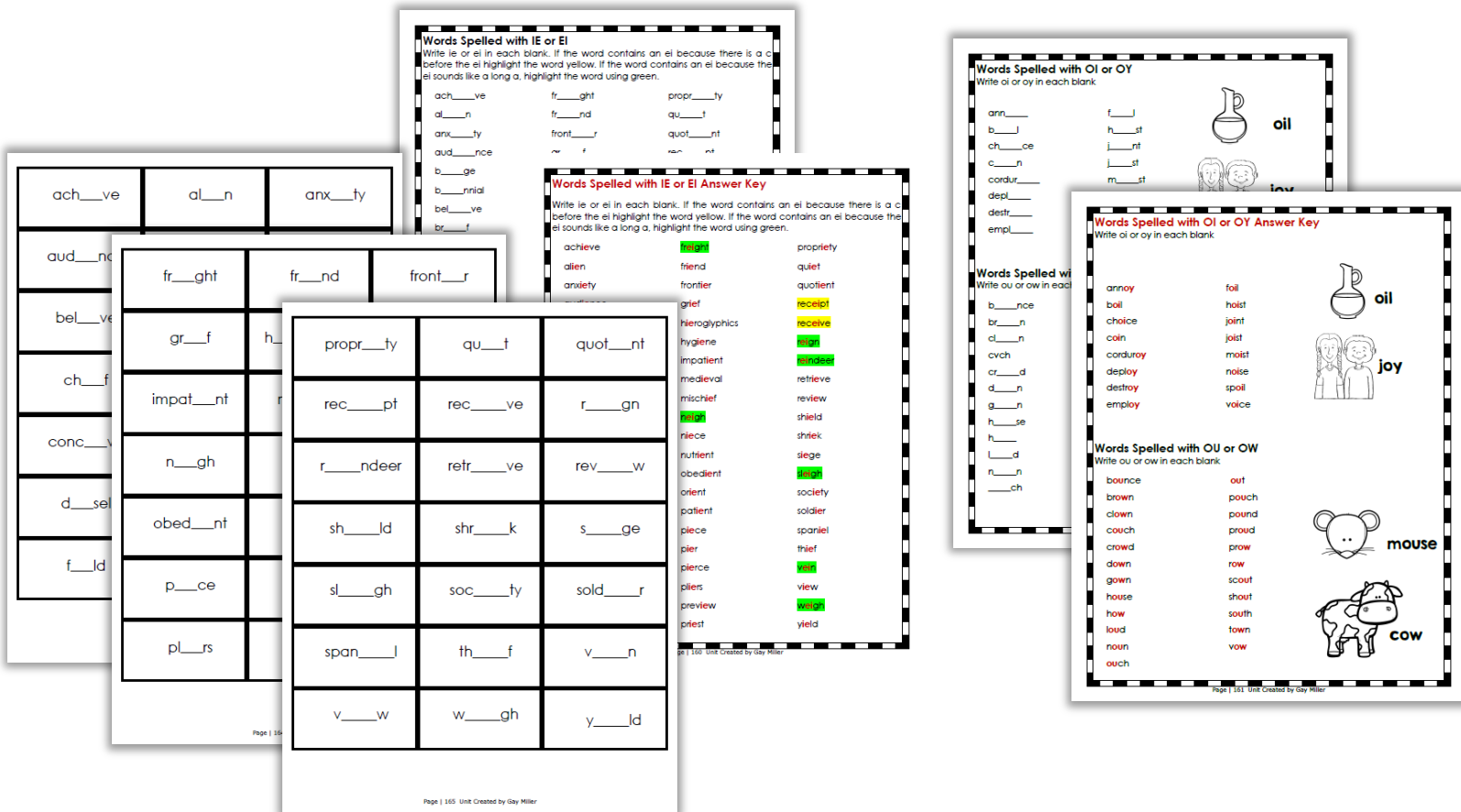
Examples of OW

borrow plow  
row brow  
throw how  
crow now  
cow



In addition to the video lesson practice is included through printables, games, or task cards.

Both digital and printable practice is included. This page show printable practice for the spelling rules. The next page show the same practice in created with Google Slides.



## Task Cards or Printable Practice with Answer Keys



# Digital Version

## Words Spelled with IE or EI

Change the blanks to **ie** or **ei** to correctly complete each word. If the word contains an ei because there is a c before the ei highlight the word yellow. If the word contains an ei because the ei sounds like a long a, highlight the word using green.

|           |               |           |
|-----------|---------------|-----------|
| ach__ve   | fr__ght       | propr__ty |
| al__n     | fr__nd        | qu__t     |
| anx__ty   | front__r      | quot__nt  |
| aud__nce  | gr__f         | rec__pt   |
| b__ge     | h__roglyphics | rec__ve   |
| b__nnial  | hyg__ne       | r__gn     |
| bel__ve   | impat__nt     | r__ndeer  |
| br__f     | med__val      | retr__ve  |
| c__ling   | misch__f      | rev__w    |
| ch__f     | n__gh         | sh__ld    |
| cl__nt    | n__ce         | shr__k    |
| conc__t   | nutr__nt      | s__ge     |
| conc__ve  | obed__nt      | sl__gh    |
| dec__tful | or__nt        | soc__ty   |
| d__hard   | pat__nt       | sold__r   |
| d__sel    | p__ce         | span__l   |
| d__t      | p__r          | th__f     |
| __ghteen  | p__rce        | v__n      |
| f__ld     | pl__rs        | v__w      |
| f__rce    | prev__w       | w__gh     |
| fift__th  | pr__st        | y__ld     |

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## Words Spelled with OI or OY

Change the blanks to **oi** or **oy** to correctly complete each word.

|          |       |
|----------|-------|
| ann__    | f__l  |
| b__l     | h__st |
| ch__ce   | j__nt |
| c__n     | j__st |
| cordur__ | m__st |
| depl__   | n__se |
| destr__  | sp__l |
| empl__   | v__ce |



oil



joy

## Words Spelled with OU or OW

Change the blanks to **ou** or **ow** to correctly complete each word.

|        |       |
|--------|-------|
| b__nce | __t   |
| br__n  | p__ch |
| cl__n  | p__nd |
| cvch   | pr__d |
| cr__d  | pr__  |
| d__n   | r__   |
| g__n   | sc__t |
| h__se  | sh__t |
| h__    | s__th |
| l__d   | t__n  |
| n__n   | v__   |
| __ch   |       |



mouse



cow

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oil



joy



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ie

shield



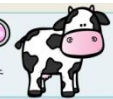
reindeer

ei

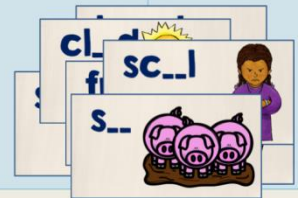


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mouse



cow



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## Draggable Cards

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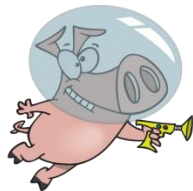




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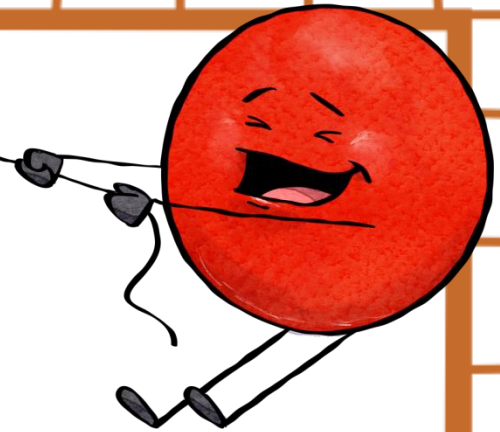


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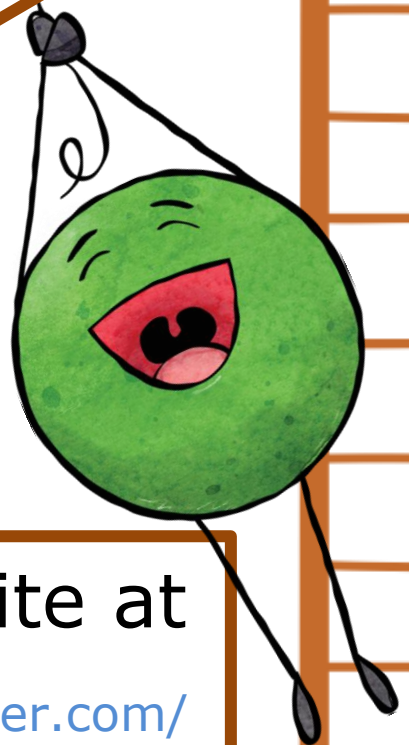
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