

Name _____

Spelling Pretest

Pretest Spelling	
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Correct Spelling	
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Use the different sections of this letter to begin conversations with your child about what he or she is learning.

Big Idea: How is science put into action?

Ask your child how this week's reading selection helps him or her answer this question.

This week's reading selection: *Reaching for the Moon*

Summary: Katherine Johnson loved math. Early in her career, she was called a "computer." She helped NASA put an astronaut into orbit around Earth.

► **DISCUSS** with your child how scientists build on previous discoveries.

Vocabulary Read aloud a definition, and ask your child to identify the correct vocabulary word.

Equality-the state of being equal, especially in status, rights, and opportunities

Collaborate-work jointly on an activity, especially to produce or create something

Rigorous-extremely thorough, exhaustive, or accurate

Scenario-a description of possible actions or events in the future

Paramount-more important than anything else; supreme

Spelling Practice these words with your child.

- | | | |
|----------------|--------------|------------------|
| 1. addresses | 8. fireflies | 15. strawberries |
| 2. avocados | 9. journeys | 16. supplies |
| 3. beliefs | 10. kidneys | 17. thieves |
| 4. calves | 11. monkeys | 18. toolboxes |
| 5. computers | 12. pianos | 19. volcanoes |
| 6. earthquakes | 13. potatoes | 20. watches |
| 7. eyelashes | 14. scarves | |

Challenge

1. sopranos 2. responsibilities 3. echoes

Language Arts

Writing: Your child will use writer's goals to revise his or her informational writing. Then he or she will plan a visual element to include when publishing.

Grammar: Your child will learn about simple sentences, sentence types, and end punctuation.

► **ASK** your child to turn an original sentence into each of the four types of sentences: declarative, exclamatory, interrogative, and imperative.

Spelling Menu

Choose from the menu of activities below for your weekly spelling homework. You may choose any combination of activities, but may complete each chosen activity only one time for the week. You must correct your spelling pretest on Monday and choose 3 remaining activities for the week (on the words you missed only).

For example: If you spelled *blue* correctly but misspelled grean (*green*), you would *NOT* need to complete the spelling activities for the word *blue* because you spelled the word correctly. However, you may want to review *ALL* words at least once before Friday's test.

Your spelling menu and ELA packet is due on Friday. Please complete the activities on the pages provided inside this packet.

<p><u>Spelling Staircase</u></p> <p>Write each of your spelling words starting with only one letter, then add one letter at a time per row:</p> <p>f fa fas fast</p>	<p><u>Spelling Sentences</u></p> <p>Write each of your spelling words in a sentence.</p>	<p><u>In The Spotlight</u></p> <p>Put the vowels in the spotlight. Write or type each spelling word. Then, go back and highlight the vowels in your words.</p>
<p><u>Take Three!</u></p> <p>Write each word three times each.</p>	<p><u>Bubble Letters</u></p> <p>Write each of your spelling words in bubble or block letters. Attach an extra page to your packet if you need more space.</p>	<p><u>Syllable Action</u></p> <p>Write your spelling words in syllables. Place a dot or hyphen between each syllable. Remember! One-syllable words need no dots or hyphens.</p> <p>re - cess hun - gry</p>
<p><u>Cursive Letters</u></p> <p>Write each of your spelling words in cursive letters.</p>	<p><u>Spelling Test</u></p> <p>Have a family member give you a practice test where you write each word as it is read aloud.</p>	<p><u>Rainbow Writing</u></p> <p>Write your spelling words using colored pencils or markers. Use a different color for each letter.</p>

Regular Plurals

Focus Plural nouns name more than one person, place, thing, or idea.

- **Regular plurals** are formed by adding *-s* or *-es* to singular nouns.
- When a singular noun ends in a consonant and *y*, the *y* is changed to *i* before adding *-es*.
- For some singular noun that end with *f* or *fe*, the *f* or *fe* is changed to *v* before adding *-es*.
- For some singular nouns that end with *o*, just add *-s*, but for other words ending with *o*, add *-es*. Use a dictionary to determine which.

PRACTICE Write the plural form of each noun.

Word List

- | | | |
|----------------|--------------|------------------|
| 1. addresses | 8. fireflies | 15. strawberries |
| 2. avocados | 9. journeys | 16. supplies |
| 3. beliefs | 10. kidneys | 17. thieves |
| 4. calves | 11. monkeys | 18. toolboxes |
| 5. computers | 12. pianos | 19. volcanoes |
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Challenge Words

21. sopranos
22. responsibilities
23. echoes

Singular

1. strawberry
2. earthquake
3. supply
4. computer
5. soprano
6. avocado

Plural

Simple Sentences and Types of Sentences

Focus • A **simple sentence** has a subject and a predicate. The predicate can be a verb or a verb phrase.

Micah *went* to the library. (The predicate is a verb.)

Our cousins are coming to our house.
(The predicate is a verb phrase.)

• A **declarative** sentence makes a statement. It always ends with a period.

Our baseball game is on Saturday.

• An **interrogative** sentence asks a question. It ends with a question mark.

Can Alexis help me study?

• An **imperative** sentence gives a command or makes a request. It usually ends with a period.

Do your homework before you go outside.

• An **exclamatory** sentence expresses a strong feeling. It ends with an exclamation point.

That's not fair!

PRACTICE Circle the subject in each simple sentence.
Underline the verb(s) or verb phrase in simple sentence.

1. Zoe walked to the store.
2. Tonio and Mike were going to the park.
3. Skyscrapers are very tall.
4. The dogs ran and wrestled in the grass.
5. Bridget and Jasper whispered and laughed during the movie.