

Name _____

Spelling Pretest

Pretest Spelling	
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Correct Spelling	
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Our Heritage, Our History



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

Big Idea: Where do the people in our country come from?

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

This week's reading selection: *Fiona's Lace*

Summary: Fiona and her family emigrate to Chicago from Ireland. Fiona's mother has taught her daughter to be an excellent lace maker. During a great fire, Fiona and her sister are separated from their parents. Fiona leaves a trail of her lace to lead her parents to where she and her sister are hiding.

► **DISCUSS** with your child how art is a part of your heritage and how art can contribute to your traditions.

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

textile	noun	a fabric that is made by weaving or knitting
mill	noun	a building where machines make raw materials into finished products
tittered	verb	laughed in a quiet or nervous way
wistfully	adverb	full of longing and some sadness
arthritis	noun	a painful inflammation of a joint or joints of the body
contract	noun	an agreement
agency	noun	a company or person that does business for other companies or people
bade	verb	to say, such as when meeting or leaving someone
wearily	adverb	in a tired way
levying	verb	imposing or collecting by lawful actions or force
posh	adjective	elegant; fashionable
obliged	verb	gave in to a request or demand; did a favor

Spelling Practice these words with your child.

- | | | |
|----------------|----------------|--------------------|
| 1. agreeable | 8. enjoyable | 15. preventable |
| 2. available | 9. export | 16. responsible |
| 3. believable | 10. import | 17. reversible |
| 4. convertible | 11. important | 18. sensible |
| 5. dependable | 12. impossible | 19. transportation |
| 6. deport | 13. incredible | 20. washable |
| 7. divisible | 14. porter | |

Challenge

- | | | |
|------------|--------------|------------------|
| 1. legible | 2. portfolio | 3. unforgettable |
|------------|--------------|------------------|

Language Arts

Writing: Your child will review the elements of narrative writing and begin brainstorming ideas for a narrative fantasy.

Grammar: Your child will learn about, identify, and correct run-on sentences and sentence fragments.

► **ASK** your child to describe the plot of the narrative fantasy he or she is writing.

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>

Suffixes *-able/-ible* and Latin Root *port*

FOCUS

- Remember that when you know the meaning of a Latin or Greek root, it can help you determine the meaning of the English word that contains it.
- The **Latin root *port*** means “to carry.”
- The **suffixes *-able/-ible*** mean “can be done” or “fit for.” These suffixes are usually added to verbs to create adjectives.

PRACTICE Sort the spelling words into the categories listed below.

Word List		Challenge Words
1. agreeable	11. important	21. legible
2. available	12. impossible	22. portfolio
3. believable	13. incredible	23. unforgettable
4. convertible	14. porter	
5. dependable	15. preventable	
6. deport	16. responsible	
7. divisible	17. reversible	
8. enjoyable	18. sensible	
9. export	19. transportation	
10. import	20. washable	

Latin root *port*

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Vocabulary

FOCUS Review the selection vocabulary words from “Fiona’s Lace.”

agency	obliged
arthritis	posh
bade	textile
contract	tittered
levying	wearily
mill	wistfully

PRACTICE Choose one of the vocabulary words in parentheses to replace the underlined word in each sentence. Write the correct vocabulary word on the line.

1. This amazing fabric will never catch on fire.
(**posh, textile, contract**) _____
2. I saw a tear in Mom’s eye when she said goodbye to me.
(**bade, obliged, tittered**) _____
3. A lease is a kind of agreement between a renter and a landlord.
(**arthritis, agency, contract**) _____
4. The benefit concert took place in a very elegant mansion.
(**obliged, posh, wearily**) _____
5. The company sent someone right away to figure out the value of our house. (**textile, mill, agency**) _____
6. The runners limped tiredly through the last miles of the marathon.
(**wearily, wistfully, levying**) _____

Run-Ons and Sentence Fragments

- FOCUS**
- A complete sentence must have a subject and a predicate. A complete sentence expresses a complete thought.

Diamond’s new puppy did not eat its food.
 - A **sentence fragment** is a group of words that does not express complete thought. A sentence fragment is missing a subject or a predicate. A dependent clause that stands alone is also a segment fragment. It is missing the word or words that the clause modifies.

Diamond’s new puppy.
Did not eat its food.
When the puppy was first brought home.
 - A compound sentence that is missing punctuation and a conjunction between two independent clauses is a **run-on** sentence.

Diamond bought a different kind of food the puppy still did not eat it.

PRACTICE The following sentence fragments are missing either a subject or a predicate. Rewrite each fragment as a complete sentence.

1. Everyone in the whole town. _____

2. Took the toy away from her. _____

3. The angry baseball player. _____

4. Sat on his bed for a long time. _____
