

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?

This week's reading selection: *Fish for Jimmy*

Summary: Inspired by One Family's Experience in a Japanese American Internment Camp. After Pearl Harbor, the U.S. government imprisons Jimmy, his brother, and his Japanese-American parents in an internment camp. Without the fresh food he loves, Jimmy stops eating.

► **DISCUSS** with your child why the United States is sometimes referred to as a nation of immigrants.

Vocabulary Encourage your child to use these words while discussing the reading selection.

Descent-the origin or background of a person in terms of family or nationality

Desolate-(of a place) deserted of people and in a state of bleak and dismal emptiness

Barracks-a building or group of buildings used to house a specific group of people, such as laborers or prisoners, in austere conditions

Shears- large or large-bladed scissors, usually designed for cutting specific materials

Internment-the state of being confined as a prisoner, especially for political or military reasons

Spelling Practice these words with your child.

- | | | |
|---------------|--------------|----------------|
| 1. automobile | 8. mobilize | 15. moveable |
| 2. bookmobile | 9. motel | 16. movement |
| 3. commotion | 10. motility | 17. promote |
| 4. demoted | 11. motion | 18. remote |
| 5. emotional | 12. motivate | 19. removal |
| 6. mobile | 13. motive | 20. snowmobile |
| 7. mobility | 14. motorist | |

Challenge

- | | | |
|-------------|-----------------|----------------|
| 1. immobile | 2. motivational | 3. promotional |
|-------------|-----------------|----------------|

Language Arts

Writing: Your child will choose a topic for a personal narrative. Then he or she will begin to draft, focusing on adding dialogue to the text.

Grammar: Your child will learn about plural nouns. Then he or she will generate sentences to practice using and spelling plural nouns.

► **HAVE** your child make a list of five singular objects that can be found in his or her bedroom (*bed, shelf*), and then change them to plural nouns (*beds, shelves*).

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>

Latin Roots *mob, mot, and mov*

FOCUS

- Remember that when you know the meaning of a Latin or Greek root, you can determine the meaning of the English word that contains it.
- The **Latin roots *mob, mot, and mov*** mean “move.”

PRACTICE Add the Latin root *mob, mot, or mov* to the following word parts. Then write the resulting spelling word on the line.

Word List

- | | |
|---------------|----------------|
| 1. automobile | 11. motion |
| 2. bookmobile | 12. motivate |
| 3. commotion | 13. motive |
| 4. demote | 14. motorist |
| 5. emotional | 15. moveable |
| 6. mobile | 16. movement |
| 7. mobility | 17. promote |
| 8. mobilize | 18. remote |
| 9. motel | 19. removal |
| 10. motility | 20. snowmobile |

Challenge Words

- immobile
- motivational
- promotional

- | | | | |
|---------------|-------|---------------|-------|
| 1. ___ement | _____ | 8. snow___ile | _____ |
| 2. ___ility | _____ | 9. com___ion | _____ |
| 3. de___e | _____ | 10. e___ional | _____ |
| 4. book___ile | _____ | 11. ___eable | _____ |
| 5. ___orist | _____ | 12. ___ility | _____ |
| 6. re___al | _____ | 13. ___el | _____ |
| 7. ___ilize | _____ | 14. ___ive | _____ |

Plural Nouns

FOCUS

- To make most nouns plural, just add -s at the end of the word.

planet planets

- For singular nouns that end in a consonant and a *y*, change the *y* to *-i* and add -es.

family families

- For singular nouns that end in *ch*, *sh*, *s*, *ss*, *x*, or *z*, add -es.

lunch lunches

class classes

box boxes

- For singular nouns ending in *f* or *fe*, the *f* often changes to *v* before adding -es.

shelf shelves

- Some nouns are irregular. They do not follow these rules. You must memorize the plural.

mouse mice

PRACTICE Fill in the plural for each word.

Singular

Plural

1. fox

2. deer

3. turkey

4. puppy

5. lion

6. tiger

7. fly

8. wolf

9. whale

10. goose
