

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 do adaptations help plants and animals?

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

This week's reading selection: *Masters of Illusion*

Summary: To avoid danger, certain animals will trick predators by changing their appearance. These "masters of illusion" can blend into the environment or even disguise themselves as a more dangerous animal.

► **DISCUSS** with your child different ways that animals camouflage themselves.

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

illusion	<i>noun</i>	a false impression or belief; misleading idea
genes	<i>noun</i>	tiny units of a cell of an animal or plant that determines the characteristics that an offspring inherits from its parent or parents
target	<i>noun</i>	a mark or object that is aimed at
increase	<i>verb</i>	to make or become larger in size or number
developed	<i>verb</i>	brought or came gradually into being
generations	<i>noun</i>	steps in the line of descent from a common ancestor
ferocious	<i>adjective</i>	savage or fierce
appear	<i>verb</i>	to come into sight; be seen
transparent	<i>adjective</i>	allowing light to pass through so that things on the other side can be clearly seen
ripple	<i>noun</i>	a very small wave
coral	<i>noun</i>	a hard substance like stone, found in tropical seas
unless	<i>conjunction</i>	except on the condition that

Spelling Practice these words with your child.

- | | | |
|----------------|---------------|-------------------|
| 1. coauthor | 8. forego | 15. misfortunate |
| 2. coeducation | 9. forerunner | 16. mishap |
| 3. coexist | 10. foresee | 17. misinform |
| 4. cooperate | 11. foresight | 18. misrepresent |
| 5. coordinate | 12. forewarn | 19. misunderstand |
| 6. coproduce | 13. foreword | 20. misuse |
| 7. forecast | 14. misbehave | |

Challenge

- | | | |
|----------------|---------------|---------------|
| 1. coincidence | 2. foreboding | 3. misconduct |
|----------------|---------------|---------------|

Language Arts

Writing: Your child will use a TIDE graphic organizer to plan an explanatory text. Then he or she will draft, revise, and edit the text.

Grammar: Your child will learn about, identify, and use possessive nouns and pronouns.

► **ASK** your child to tell you the topic of his or her explanatory text. Then discuss the various steps of the process that should be listed in his or her 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>

Prefixes *fore-*, *co-*, and *mis-*

- FOCUS**
- Prefixes are added to the beginnings of base words or word parts. Knowing the meanings of prefixes can help you understand the meanings and spellings of new or difficult words.
 - The **prefix *fore-*** means “before” or “front.”
 - The **prefix *co-*** means “together.”
 - The **prefix *mis-*** means “wrongly.”

PRACTICE Write the spelling word for each meaning below.

Word List

- | | |
|----------------|-------------------|
| 1. coauthor | 11. foresight |
| 2. coeducation | 12. forewarn |
| 3. coexist | 13. foreword |
| 4. cooperate | 14. misbehave |
| 5. coordinate | 15. misfortune |
| 6. coproduce | 16. mishap |
| 7. forecast | 17. misinform |
| 8. forego | 18. misrepresent |
| 9. forerunner | 19. misunderstand |
| 10. foresee | 20. misuse |

Challenge Words

21. coincidence
22. foreboding
23. misconduct

- | | |
|-----------------------------|-----------------------------|
| 1. operate together _____ | 6. sight before _____ |
| 2. behave wrongly _____ | 7. author together _____ |
| 3. warn before _____ | 8. inform wrongly _____ |
| 4. understand wrongly _____ | 9. education together _____ |
| 5. represent wrongly _____ | 10. see before _____ |

Vocabulary

FOCUS Review the selection vocabulary words from “Masters of Illusion.”

appear	illusion
coral	increase
developed	ripple
ferocious	target
generations	transparent
genes	unless

PRACTICE Read each sentence. Replace the underlined word with the appropriate vocabulary word in parentheses. Write the vocabulary word on the line.

- Raj has generated a new routine for studying that will improve his grades.
(increased, rippled, developed) _____
- The furniture was covered by a see-through plastic to protect it.
(ferocious, coral, transparent) _____
- The tiny wave in the water was the only evidence of the fish.
(genes, ripple, target) _____
- We thought the lion would be fierce, but it was as gentle as a kitten.
(illusion, transparent, ferocious) _____
- The bright sun created the appearance of water on the road ahead.
(illusion, generations, coral) _____
- With more practice, Mallory will be able to hit her mark with the arrow.
(ripple, target, appear) _____

Possessive Nouns and Pronouns

FOCUS **Possessive nouns and pronouns** show ownership of things or characteristics.

- Singular possessive nouns are formed by adding 's to the noun.
the pie's flavor, China's biggest cities,
Alexis's notebook
- Plural possessive nouns are formed by adding only an apostrophe when the plural noun already ends with s. If a plural noun does not end in s, then add 's to make the plural possessive.
students' answers, children's coats,
the Joneses' backyard
- Possessive pronouns do not need apostrophes. Some possessive pronouns are used front of nouns, and others can be used by themselves.
His bicycle tire needs air.
Where is **our** new classroom?
This pencil is **yours**.

PRACTICE Circle the possessive noun or pronoun that correctly completes each sentence.

1. Some of the trees are already beginning to lose (their, theirs) leaves.
2. (Omars', Omar's) classmates voted for him to become student treasurer.
3. Mrs. Riaz signed all her (employee's, employees') checks on the same day.
4. (My, My's) favorite actor has a new movie coming out soon.
5. (Alexes, Alex's) pen ran out of ink, so she borrowed (mines, mine).
6. The (runners's, runners') faces dripped with sweat.
7. The cat licked (it's, its) paws after eating.
8. The (Lings', Ling's) mailbox is at the curb, but (our's, ours) is by our front door.