

Spelling Pretest

Pretest Spelling	
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Correct Spelling	
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Making a Difference



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

Big Idea: What can we do to make a difference?

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

This week's reading selection: *Louis Braille's Gift to the Blind*

Summary: An accident when he was young caused Louis Braille to lose his sight. At a special school in Paris for people who are blind, Braille modified a code invented by Charles Barbier to help people who are blind learn to read and write. Braille's system used raised dots to represent letters, and it is still used today.

► **DISCUSS** with your child how helping oneself might also help others.

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

institute	<i>noun</i>	a school or other organization that is set up for a particular purpose
certain	<i>adjective</i>	known but not named; some; particular
dormitory	<i>adjective</i>	of or relating to a building in which there are many bedrooms
code	<i>noun</i>	any set of signals, words, or symbols used to send messages
represented	<i>verb</i>	was a symbol of; stood for
technique	<i>noun</i>	a method or way of bringing about a desired result in a science, art, sport, or profession
vertical	<i>adjective</i>	straight up and down; upright
cell	<i>noun</i>	a small enclosed part or space
distinctly	<i>adverb</i>	in a clear manner
murmured	<i>verb</i>	spoke in a low, soft voice

Spelling Practice these words with your child.

- | | | |
|-----------------|-----------------|----------------|
| 1. applauded | 8. grumbled | 15. proposing |
| 2. bargaining | 9. guessing | 16. replied |
| 3. boasted | 10. identifying | 17. stammering |
| 4. concentrated | 11. informed | 18. suspending |
| 5. concluded | 12. lectured | 19. vanishing |
| 6. doubling | 13. marveled | 20. whirling |
| 7. elegance | 14. omitted | |

Challenge

- | | | |
|--------------|--------------|----------------|
| 1. analyzing | 2. evacuated | 3. immigrating |
|--------------|--------------|----------------|

Language Arts

Writing: Your child will work with a partner to brainstorm opinions related to a chosen topic. Then he or she will edit an opinion essay using proofreading marks.

Grammar: Your child will learn about verbs. Then he or she will write sentences to practice using verbs.

► **ASK** your child to use verbs to describe his or her day.

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>

Spelling

- FOCUS**
- The inflectional ending **-ed** is added to verbs to form the past-tense verb. It can also be added to form a past participle, which is a verb that acts like an adjective.
 - The inflectional ending **-ing** is added to a verb to form the present participle, which can be used as a verb, noun, or adjective.

PRACTICE Add the inflectional ending **-ed** or **-ing** to the following base words and write the resulting spelling words on the lines.

Word List		Challenge Words
1. applauded	11. informed	1. analyzing
2. bargaining	12. lectured	2. evacuated
3. boasted	13. marveled	3. immigrating
4. burying	14. omitted	
5. concentrated	15. proposing	
6. concluded	16. replied	
7. doubling	17. stammering	
8. grumbled	18. suspending	
9. guessing	19. vanishing	
10. identifying	20. whirling	

- | | |
|----------------------|--------------------|
| 1. concentrate _____ | 9. applaud _____ |
| 2. propose _____ | 10. double _____ |
| 3. inform _____ | 11. identify _____ |
| 4. marvel _____ | 12. whirl _____ |
| 5. boast _____ | 13. bargain _____ |
| 6. grumble _____ | 14. guess _____ |
| 7. stammer _____ | 15. lecture _____ |
| 8. suspend _____ | 16. vanish _____ |

Vocabulary

FOCUS Review the selection vocabulary words from
“Louis Braille’s Gift to the Blind.”

cell
certain
code
distinctly
dormitory

institute
murmured
represented
technique
vertical

PRACTICE Read each sentence. Write **Yes** if the **underlined** vocabulary word matches the definition below the sentence. Write **No** if it does not.

1. Matt shyly murmured an answer when the teacher called on him.
stood for _____
2. Petra complained that her tiny room felt like a prison cell.
a building with many bedrooms _____
3. Pedro is looking for a certain page in his science book.
particular _____
4. Janet drew a vertical line between the two syllables in the word.
a set of signals _____
5. The artist uses a special technique when drawing shadows.
a school or organization _____
6. Morse code consists of dots and dashes that stand for letters.
method of doing things _____

Verbs

- FOCUS**
- Tell students that an **action verb** shows what the subject does. The action can be seen or unseen. For example: Molly *thought* about her idea.
 - A **linking verb** does not show action. Linking verbs connect the subject of a sentence with a noun or an adjective that renames or describes the subject. **State-of-being verbs**, such as *is, am, are, was, and were*, are often linking verbs. For example: Austin *is* a good golfer.
 - Some sentences contain a **verb phrase**—the **main verb** plus a **helping verb**. Helping verbs help the main verb show action. For example: Diego *will be playing* tennis this year.
 - **Modal auxiliary verbs** express a condition about the action or state of being. Modal auxiliary verbs include *can, could, would, should, may, and must*. For example: The mail *should arrive* by 3:00.

PRACTICE Fill in each blank below with an action verb if the sentence is followed by (A), a state-of-being verb if it is followed by (S), or a modal auxiliary verb if it is followed by (M).

1. Fran _____ down the hallway as fast as she could. (A)
2. Jupiter and Saturn _____ two of the gas giants. (S)
3. A volcano _____ just miles away from our island resort. (A)
4. Sam _____ wait for his younger brother before walking home. (M)
5. Tasha _____ awake before her alarm went off. (S)
6. Our teacher _____ read this week's novel aloud to us. (M)