

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:** 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:** *Nelson Mandela*

**Summary:** The South African government created a policy called apartheid that separated the people. Nelson Mandela broke the law by speaking out against apartheid and was jailed for many years. Apartheid finally ended, and Mandela was freed. He was elected the new leader of South Africa.

► **DISCUSS** with your child how people can work together to build a better future.

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

brace	<i>verb</i>	to prepare for a shock
bountiful	<i>adjective</i>	more than enough; abundant
fertile	<i>adjective</i>	able to produce crops and plants easily and plentifully
apartheid	<i>noun</i>	the government policy of racial segregation that used to be followed in South Africa
rallies	<i>noun</i>	meetings for a purpose
underground	<i>adverb</i>	done in secret or while in hiding
disguises	<i>noun</i>	something that changes or hides the way one looks
cleanse	<i>verb</i>	to make clean
harmony	<i>noun</i>	friendly agreement or cooperation
comrades	<i>noun</i>	friends who share the same work or interests with another

**Spelling** Practice these words with your child.

- |               |                 |                  |
|---------------|-----------------|------------------|
| 1. activity   | 8. division     | 15. pollution    |
| 2. admiration | 9. exception    | 16. population   |
| 3. admission  | 10. generosity  | 17. profession   |
| 4. collision  | 11. humidity    | 18. punctuation  |
| 5. concussion | 12. identity    | 19. satisfaction |
| 6. decoration | 13. occasion    | 20. session      |
| 7. digestion  | 14. personality |                  |

**Challenge**

- |            |               |              |
|------------|---------------|--------------|
| 1. agility | 2. compassion | 3. excursion |
|------------|---------------|--------------|

**Language Arts**

**Writing:** Your child will work with a partner to brainstorm opinions related to a chosen topic. Then he or she will choose a topic for a multiparagraph opinion essay.

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

► **ASK** your child to describe your family using pronouns.

## 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 style="text-align: center;"><b><u>Spelling Staircase</u></b></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 style="text-align: center;"><b><u>Spelling Sentences</u></b></p> <p>Write each of your spelling words in a sentence.</p>	<p style="text-align: center;"><b><u>In The Spotlight</u></b></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 style="text-align: center;"><b><u>Take Three!</u></b></p> <p>Write each word three times each.</p>	<p style="text-align: center;"><b><u>Bubble Letters</u></b></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 style="text-align: center;"><b><u>Syllable Action</u></b></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 style="text-align: center;"><b><u>Cursive Letters</u></b></p> <p>Write each of your spelling words in cursive letters.</p>	<p style="text-align: center;"><b><u>Spelling Test</u></b></p> <p>Have a family member give you a practice test where you write each word as it is read aloud.</p>	<p style="text-align: center;"><b><u>Rainbow Writing</u></b></p> <p>Write your spelling words using colored pencils or markers. Use a different color for each letter.</p>







## Suffixes *-ion/-sion/-tion* and *-ity*

- FOCUS**
- The **suffix *-ion/-sion/-tion*** means “the act or process of.” It will change verbs to nouns with some irregular spelling changes.
  - The **suffix *-ity*** means “the state or quality of being.” A word with the suffix *-ity* is usually a noun. Base words often undergo spelling changes when this suffix is added.

**PRACTICE** Sort the Word List spelling words under the correct heading.

Word List		Challenge Words
1. activity	11. personality	21. agility
2. admiration	12. humidity	22. compassion
3. admission	13. identity	23. excursion
4. collision	14. occasion	
5. concussion	15. pollution	
6. decoration	16. population	
7. digestion	17. profession	
8. division	18. punctuation	
9. exception	19. satisfaction	
10. generosity	20. session	

### Suffix *-tion*

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8. \_\_\_\_\_

### Suffix *-ity*

9. \_\_\_\_\_
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11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

### Suffix *-sion*

14. \_\_\_\_\_
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18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Vocabulary

**FOCUS** Review the selection vocabulary words from “Nelson Mandela.”

**apartheid**      **bountiful**      **brace**      **cleanse**      **comrades**  
**disguises**      **fertile**      **harmony**      **rallies**      **underground**

**PRACTICE** Circle the word that matches each sentence.

1. Shoma washed his hands with soap and water.

**bountiful**      **cleanse**      **brace**      **harmony**

2. Northerners helped enslaved people escape from the South.

**underground**      **rallies**      **fertile**      **bountiful**

3. Thousands of people met to protest the new laws.

**harmony**      **underground**      **disguises**      **rallies**

4. There were separate beaches for people of different races.

**bountiful**      **apartheid**      **comrades**      **fertile**

5. Traci fooled her friends by wearing a wig and sunglasses.

**apartheid**      **brace**      **harmony**      **disguises**

6. Everyone in the class voted for the same field trip.

**cleanse**      **harmony**      **bountiful**      **underground**

7. We grew so many tomatoes we had to give some away.

**bountiful**      **disguises**      **rallies**      **apartheid**

8. Most of the country’s corn is grown in this state.

**harmony**      **comrades**      **fertile**      **brace**



## Pronouns

**FOCUS** A pronoun is used in place of one or more nouns.

- **Personal pronouns** replace the names of specific people.  
**Alyssa** is here.                      **She** is here.

- Pronouns must agree in number and gender with the noun or nouns they replace.

**The Wilsons** ate dinner.                      **They** ate dinner.  
**Max** rode to school.                      **He** rode to school.

- **Object pronouns** appear as objects in the predicate. Examples of object pronouns are *me, you, him, her, it, us, you, and them.*

Please hand this paper                      Please hand this paper  
to **William**.                      to **him**.

**PRACTICE** In each of the following sentences, the object is underlined. On the line, write the object pronoun to replace the noun(s).

1. Kerry was born before James was. \_\_\_\_\_
2. I lost my wallet at the amusement park. \_\_\_\_\_
3. I wanted to tell Claire and Lola the good news. \_\_\_\_\_
4. Viv was nervous about reading her paper to Phoebe and me.  
\_\_\_\_\_
5. The two girls sat down beside Mrs. Gibbon. \_\_\_\_\_
6. I read the whole book in one day. \_\_\_\_\_
7. Jenny will meet Alex and me at the movie theater. \_\_\_\_\_
8. I am not sure whether my sister will talk to John. \_\_\_\_\_