

Name _____

Spelling Pretest

| Pretest Spelling | |
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| 1 | |
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| 17 | |
| 18 | |
| 19 | |
| 20 | |

| Correct Spelling | |
|------------------|--|
| 1 | |
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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 is science put into action?

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

This week's reading selection: *To Space & Back*

Summary: Sally Ride, the first American woman in space, describes what it is like to be an astronaut on the space shuttle. She begins with the launch procedures and tells what she heard and saw as rockets pushed the shuttle out of Earth's atmosphere into zero-gravity space.

► **DISCUSS** with your child why scientists go to space and what they hope to learn.

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

| | | |
|-------------|------------------|---|
| orbit | <i>noun</i> | the path an object follows as it moves around another object |
| application | <i>noun</i> | a formal written request to attain something, such as a job |
| quarters | <i>noun</i> | a place to live or stay |
| access | <i>adjective</i> | providing a way to get to something |
| hatch | <i>noun</i> | an opening in the deck of a ship |
| harnesses | <i>noun</i> | sets of straps and other gear used to connect a person to something |
| procedure | <i>noun</i> | a proper way of doing something, usually by a series of steps |
| shudder | <i>noun</i> | a tremble or shake caused by a strong force |
| pulsating | <i>adjective</i> | possessing a regular, rhythmic beat |
| spectacular | <i>adjective</i> | very unusual and impressive |

Spelling Practice these words with your child.

- | | | |
|-------------|---------------|-------------|
| 1. bison | 8. fungi | 15. people |
| 2. cacti | 9. geese | 16. salmon |
| 3. children | 10. lice | 17. series |
| 4. deer | 11. mice | 18. sheep |
| 5. elk | 12. moose | 19. species |
| 6. feet | 13. offspring | 20. women |
| 7. fish | 14. oxen | |

Challenge

- | | | |
|-----------|---------|-------------|
| 1. alumni | 2. axes | 3. bacteria |
|-----------|---------|-------------|

Language Arts

Writing: Your child will review how to use sources and take notes when researching. With the information your child gathers, he or she will choose a topic for informational writing.

Grammar: Your child will learn about, identify, and use coordinating conjunctions.

► **ASK** your child to define coordinating conjunctions and give you three sentences, each containing a coordinating conjunction.

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> |

Irregular Plurals

FOCUS **Irregular plurals** do not follow the rule of adding -s or -es to form the plural. The plural form may stay the same as the singular form or change to a completely new word.

PRACTICE Write the plural form of each noun.

| | | | |
|--|---|---|---|
| <p>Word List</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. bison 2. cacti 3. children 4. deer 5. elk 6. feet 7. fish 8. fungi 9. geese 10. lice </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 11. mice 12. moose 13. offspring 14. oxen 15. people 16. salmon 17. series 18. sheep 19. species 20. women </td> </tr> </table> | <ol style="list-style-type: none"> 1. bison 2. cacti 3. children 4. deer 5. elk 6. feet 7. fish 8. fungi 9. geese 10. lice | <ol style="list-style-type: none"> 11. mice 12. moose 13. offspring 14. oxen 15. people 16. salmon 17. series 18. sheep 19. species 20. women | <p>Challenge Words:</p> <ol style="list-style-type: none"> 21. alumni 22. axes 23. bacteria |
| <ol style="list-style-type: none"> 1. bison 2. cacti 3. children 4. deer 5. elk 6. feet 7. fish 8. fungi 9. geese 10. lice | <ol style="list-style-type: none"> 11. mice 12. moose 13. offspring 14. oxen 15. people 16. salmon 17. series 18. sheep 19. species 20. women | | |

| Singular | Plural |
|--------------|--------|
| 1. child | _____ |
| 2. alumnus | _____ |
| 3. series | _____ |
| 4. woman | _____ |
| 5. axis | _____ |
| 6. cactus | _____ |
| 7. louse | _____ |
| 8. bacterium | _____ |
| 9. deer | _____ |
| 10. moose | _____ |

Vocabulary

FOCUS

Review the selection vocabulary words from "To Space & Back."

access

application

harnesses

hatch

orbit

procedure

pulsating

quarters

shudder

spectacular

PRACTICE Read each sentence. Think about the meaning of the underlined vocabulary word. Decide whether the sentence is true or false.

1. Earth makes an orbit around the sun.

True False

2. You need an application to go to a museum.

True False

3. You wear a hatch on your head.

True False

4. You might see a pulsating light at an airport.

True False

5. To enter a building, you should use the access door.

True False

6. A mountain range is never a spectacular sight.

True False

7. Soldiers' quarters are uniforms that they wear.

True False

8. People are sometimes so cold that they shudder.

True False

9. A doctor performing surgery might carry out a certain procedure.

True False

10. Artists use harnesses to hold their canvases while they work.

True False

Conjunctions

FOCUS

A **coordinating conjunction** joins words or groups of words that are equally important in a sentence. The coordinating conjunctions are *and*, *but*, and *or*.

- Coordinating conjunctions may appear in the subject.
Lily **or** Ms. DeCarlo will be babysitting this weekend.
My teacher **and** her husband take ballroom dancing lessons.
- Coordinating conjunctions may appear in the predicate.
We can visit your during May **but** not April.
At the craft store, we bought paper, pencils, **and** tape.
Are you going swimming **or** riding bikes today?
- A comma and a coordinating conjunction can also connect two independent clauses (simple sentences) to form a compound sentence.
Angel plans to shovel walks for extra money, **but** it hasn't snowed yet.
Deer kept getting into our garden, **and** they ate all the lettuces.

PRACTICE Circle the conjunction in each sentence. Then write **S** on the line if it part of the subject. Write **P** if it is part of the predicate.

1. Vince picked up the phone and dialed the number. _____
2. We could play tennis or go hiking. _____
3. Isaac, Amelia, and their mother will bring biscuits. _____
4. The red hammer or the yellow one will work. _____
5. I can work with Paul but not Tony. _____
6. Luiz laughed and smiled while watching the show. _____
7. George Washington was a general and a president. _____
8. Will you bring Shay or Tyler to the book club? _____