

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?

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

**This week's reading selection:** *The Unbreakable Code*

**Summary:** John's grandfather shares the story of when he left the reservation to join the Marines during World War II. They needed people who could invent an unbreakable code using the Navajo language, so his grandfather became a code talker and helped the war effort.

► **DISCUSS** with your child what you can learn from your ancestors and how your heritage can inspire you.

**Vocabulary** Have your child make flashcards to practice reading and defining these words.

faint	adjective	not clear or strong; weak
sagged	verb	hung down
sternly	adverb	in a strict or hard manner
platoon	noun	a military unit that contains two or more squads
desperately	adverb	with great urgency
operations	noun	the acts or ways of working or directing
transmission	noun	the broadcasting of radio or television waves
recruits	noun	newly enlisted soldiers or sailors
creased	adjective	marked by folds or wrinkles
battered	adjective	worn and weathered
broadcasting	verb	sending out music, news, or other kinds of programs by radio or television

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

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 1. cell phone    | 8. merry-go-round | 15. salad dressing |
| 2. check-in      | 9. old-fashioned  | 16. self-service   |
| 3. father-in-law | 10. one-third     | 17. sleeping bag   |
| 4. good-looking  | 11. paper clip    | 18. time line      |
| 5. high school   | 12. ready-made    | 19. toll-free      |
| 6. jumping jack  | 13. right angle   | 20. well-dressed   |
| 7. life jacket   | 14. rocking horse |                    |

**Challenge**

1. physical education 2. respiratory system 3. three-dimensional

**Language Arts**

**Writing:** Your child will review the elements of narrative writing: a main character, setting, and plot. Then he or she will begin drafting a narrative fantasy.

**Grammar:** Your child will learn about, identify, and use compound subjects and predicates.

► **HAVE** your child write four sentences, one each with a single subject, single predicate, compound subject, and compound predicate.

## 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;"><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: f fa fas fast</p>	<p style="text-align: center;"><u>Spelling Sentences</u></p> <p>Write each of your spelling words in a sentence.</p>	<p style="text-align: center;"><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 style="text-align: center;"><u>Take Three!</u></p> <p>Write each word three times each.</p>	<p style="text-align: center;"><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 style="text-align: center;"><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. re - cess      hun - gry</p>
<p style="text-align: center;"><u>Cursive Letters</u></p> <p>Write each of your spelling words in cursive letters.</p>	<p style="text-align: center;"><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 style="text-align: center;"><u>Rainbow Writing</u></p> <p>Write your spelling words using colored pencils or markers. Use a different color for each letter.</p>

Name of Spelling Activity: \_\_\_\_\_

Handwriting practice area consisting of 20 horizontal lines.





## Open and Hyphenated Compound Words

**FOCUS** Compound words are words made by combining two or more smaller words.

- **Open compound words** still have a space between the words that have been combined.
- **Hyphenated compound words** use a hyphen to combine the two smaller words.

**PRACTICE** Write all the spelling words that are open compound words.

### Word List

- |                   |                    |
|-------------------|--------------------|
| 1. cell phone     | 11. paper clip     |
| 2. check-in       | 12. ready-made     |
| 3. father-in-law  | 13. right angle    |
| 4. good-looking   | 14. rocking horse  |
| 5. high school    | 15. salad dressing |
| 6. jumping jack   | 16. self-service   |
| 7. life jacket    | 17. sleeping bag   |
| 8. merry-go-round | 18. time line      |
| 9. old-fashioned  | 19. toll-free      |
| 10. one-third     | 20. well-dressed   |

### Challenge Words

21. physical education  
 22. respiratory system  
 23. three-dimensional

- |          |          |           |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____  |
| 2. _____ | 6. _____ | 9. _____  |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ |          |           |

## Vocabulary

**FOCUS** Review the selection vocabulary words from “The Unbreakable Code.”

<b>battered</b>	<b>platoon</b>
<b>broadcasting</b>	<b>recruits</b>
<b>creased</b>	<b>sagged</b>
<b>desperately</b>	<b>sternly</b>
<b>faint</b>	<b>transmission</b>
<b>operations</b>	

**PRACTICE** The underlined vocabulary words do not belong in the sentences. Cross out each incorrect word. Write the correct vocabulary word beneath the sentence.

1. My parents desperately scolded me after I failed to clean my room.  
\_\_\_\_\_
2. The old shack had been creased by years of harsh wind and weather.  
\_\_\_\_\_
3. Kira could just hear the sagged sound of rain pattering on the roof.  
\_\_\_\_\_
4. The general sent an entire transmission of troops across the border.  
\_\_\_\_\_
5. The radio station is sternly from a small tower outside of the city.  
\_\_\_\_\_
6. All recruits at the factory stopped when contaminated food was found.  
\_\_\_\_\_
7. Felipe’s shirt was so platoon that he had to iron it immediately.  
\_\_\_\_\_
8. The crew tried faint to patch the hole in the boat before it was too late.  
\_\_\_\_\_



## Compound Subjects and Predicates

### **FOCUS**

- Every sentence has two parts: a subject and a predicate.
- A **simple subject** of a sentence is a noun that tells whom or what the sentence is about.
- A **compound subject** is two or more subjects that share the same predicate or predicates in a sentence. The verb in the sentence must agree in number with the subject.  
**John and Erica** live in two different cities.
- A **simple predicate** of a sentence is a verb that tells what the subject does.
- A **compound predicate** is two or more predicates that refer to the same subject in a sentence.  
The dog **walked** around the room and **sniffed** the furniture.

**PRACTICE** Write a sentence for each pair of boldfaced words, using the two words as a compound subject. The first one has been done for you.

1. **Katie, teacher** Katie and her teach ate lunch together today.

2. **boy, dog** \_\_\_\_\_  
\_\_\_\_\_

3. **carrots, potatoes** \_\_\_\_\_  
\_\_\_\_\_

4. **table, chairs** \_\_\_\_\_  
\_\_\_\_\_

5. **Joshua, James** \_\_\_\_\_  
\_\_\_\_\_