

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: Where do the people in our country come from?

Ask your child how this week’s reading selections help him or her answer this question.

## This week’s reading selections:

**Ben and the Emancipation Proclamation.** Young Ben is a slave and a tailor’s apprentice. Ben’s father taught him the alphabet, but Ben learned how to read by looking at street signs, box labels, and newspapers. During the Civil War, Ben was sent to a slave prison where he read the Emancipation Proclamation to the other prisoners.

**The Emancipation Proclamation.** President Abraham Lincoln issued the Emancipation Proclamation, which declares that on January 1, 1863, all persons held as slaves within any state in rebellion against the United States shall be forever free. It also states that freed men could join the US military.

► **DISCUSS** with your child why we read historical documents and what we can learn from them.

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

apprenticed	<i>verb</i>	took on or placed as an assistant, a person who is hoping to learn a skill or art
clerk	<i>noun</i>	a person who sells good to customers in a store
dense	<i>adjective</i>	packed closely together; thick
abolition	<i>noun</i>	the act of ending; stopping
emancipation	<i>noun</i>	freedom from slavery or control
plantation	<i>noun</i>	a large estate or farm worked by laborers who live there
whittled	<i>verb</i>	cut small bits or pieces from wood with a knife
flee	<i>verb</i>	to run away
regiment	<i>adjective</i>	a military unit made up of several battalions
jostled	<i>noun</i>	bumped or pushed roughly
designated	<i>noun</i>	marked, separated, or called by a particular name or title
rebellion	<i>noun</i>	an armed fight against one’s government

## Spelling Practice these words with your child.

- |               |                 |                |
|---------------|-----------------|----------------|
| 1. additional | 8. educational  | 15. personal   |
| 2. agreement  | 9. enrollment   | 16. political  |
| 3. amusement  | 10. environment | 17. renewal    |
| 4. annual     | 11. excitement  | 18. settlement |
| 5. argument   | 12. improvement | 19. treatment  |
| 6. assignment | 13. musical     | 20. tropical   |
| 7. department | 14. original    |                |

## Challenge

1. continental    2. entertainment    3. mechanical

## Language Arts

**Writing:** Your child will review the writer’s goals for narrative writing and practice revising for action and describing words.

**Grammar:** Your child will learn about compound sentences, and then practice writing compound sentences.

► **ASK** your child to describe a sporting event using action and describing words.

## 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>







## Suffixes *-ment* and *-al*

### FOCUS

Remember that suffixes are added to the ends of base words. The spelling of the base word often changes with the addition of a suffix.

- The **suffix *-ment*** means “act or process of,” “the state of being,” or “the result of.” Adding this suffix usually changes verbs into nouns.
- The **suffix *-al*** means “relating to” or “like.” Adding this suffix usually changes nouns to adjectives.

**PRACTICE** Write the spelling word next to its meaning.

Word List		Challenge Words
1. additional	11. excitement	21. continental
2. agreement	12. improvement	22. entertainment
3. amusement	13. musical	23. mechanical
4. annual	14. original	
5. argument	15. personal	
6. assignment	16. political	
7. department	17. renewal	
8. educational	18. settlement	
9. enrollment	19. treatment	
10. environment	20. tropical	

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. the act of enrolling _____     | 5. relating to addition _____        |
| 2. the act of agreeing _____      | 6. relating to education _____       |
| 3. the result of settling _____   | 7. the process of entertaining _____ |
| 4. the process of improving _____ | 8. relating to the person _____      |

# Vocabulary

**FOCUS** Review the selection vocabulary words from “Ben and the Emancipation Proclamation.”

- |                     |                   |
|---------------------|-------------------|
| <b>abolition</b>    | <b>flee</b>       |
| <b>apprenticed</b>  | <b>jostled</b>    |
| <b>clerk</b>        | <b>plantation</b> |
| <b>dense</b>        | <b>rebellion</b>  |
| <b>designated</b>   | <b>regiment</b>   |
| <b>emancipation</b> | <b>whittled</b>   |

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

1. Walter whittled a little toy for his cousin out of maple.  
cut pieces of wood with a knife \_\_\_\_\_
2. The students were jostled around as the bus went over the rough road.  
called by a particular name or title \_\_\_\_\_
3. The people planned a rebellion to oppose the rule of the king.  
a large estate or farm \_\_\_\_\_
4. The boy apprenticed with a cobbler to learn how to make shoes.  
the act of ending or stopping \_\_\_\_\_
5. The United States was one of the last countries to give enslaved people emancipation.  
freedom from slavery \_\_\_\_\_
6. The clerk rang up our grocery purchases in no time.  
person who sells goods in a store \_\_\_\_\_



# Compound Sentences

## FOCUS

- A **simple sentence** is an independent clause. This type of sentence has a subject and a predicate. The subject may be simple or compound.

**A penny** shows the face of a president.  
(*simple subject*)

**A penny and a quarter** show the faces of presidents. (*compound subject*)

The predicate can be simple or compound.

I **collect** coins. (*simple predicate*)

I **collect** coins and **keep** them in a book.  
(*compound predicate*)

- A **compound sentence** is made by joining two simple sentences. The sentences are joined by a comma and a coordinating conjunction. The coordinating conjunctions are *and*, *or*, and *but*. The two independent clauses may also be joined by a semicolon (;).

**PRACTICE** Decide whether the sentence is simple or compound. Write **S** for simple and **C** for compound.

1. \_\_\_\_\_ It is hot and humid today.
2. \_\_\_\_\_ My friend and I are going swimming.
3. \_\_\_\_\_ We rarely have snow where I live, but it does get quite cold in winter.
4. \_\_\_\_\_ Nat and Kether brought their lunches to the park; they ate under a tree.