

Name \_\_\_\_\_

# Spelling Pretest

Pretest Spelling	
1	_____
2	_____
3	_____
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17	_____
18	_____
19	_____
20	_____

Correct Spelling	
1	_____
2	_____
3	_____
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7	_____
8	_____
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13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____
20	_____



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

## Big Idea: How do adaptations help plants and animals?

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

### This week's reading selection: *Animal Defense Academy*

**Summary:** Animals use a variety of methods to defend themselves in the wild. Some animals are fast and can run away. Some animals have physical features that offer protection from other animals who might want to eat them. And other animals are excellent at playing hide-and-seek!

► **DISCUSS** with your child different ways that animals and plants protect themselves.

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

<b>prowl</b>	<i>adjective</i>	moving or roaming quietly or secretly
<b>carnivores</b>	<i>noun</i>	animals that eat the flesh of other animals
<b>predators</b>	<i>noun</i>	animals that live by hunting other animals for food
<b>decoy</b>	<i>noun</i>	something or someone used to draw attention away from another
<b>monarch</b>	<i>noun</i>	a large orange and black butterfly found in North America
<b>gland</b>	<i>noun</i>	a part inside the body that takes certain substances from the blood and changes them into chemicals that the body uses or gives off
<b>prairie dogs</b>	<i>noun</i>	animals related to the squirrel that live in underground dens in the prairies of the western United States
<b>scurry</b>	<i>verb</i>	to go or move in a hurry
<b>texture</b>	<i>noun</i>	the look and feel of something
<b>roast</b>	<i>verb</i>	to rest or sleep on a perch as a bird does
<b>mucus</b>	<i>noun</i>	a slimy fluid that coats and protects the inside of the mouth, nose, throat, and other parts of the body
<b>range</b>	<i>noun</i>	a variety of choices within a scale

### Spelling Practice these words with your child.

- |                |                |                |
|----------------|----------------|----------------|
| 1. activist    | 8. ferocious   | 15. mysterious |
| 2. carnivorous | 9. florist     | 16. numerous   |
| 3. cartoonist  | 10. furious    | 17. optimist   |
| 4. cautious    | 11. gracious   | 18. ridiculous |
| 5. chemist     | 12. guitarist  | 19. venomous   |
| 6. colonist    | 13. journalist | 20. zoologist  |
| 7. cyclist     | 14. marvelous  |                |

### Challenge

- |              |               |                 |
|--------------|---------------|-----------------|
| 1. anonymous | 2. courageous | 3. psychologist |
|--------------|---------------|-----------------|

### Language Arts

**Writing:** Your child will meet in writer's conferences and receive peer feedback on his or her compare and contrast paragraph.

**Grammar:** Your child will learn how to form complex sentences.

► **ASK** your child to use a complex sentence to describe his or her favorite activity. Have your child identify the independent and dependent clause in the sentence.

## 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 *-ist* and *-ous*

**FOCUS** Remember that a suffix is added to the end of a root or base word. Sometimes the spelling of a base word needs to change before the suffix is added.

- The **suffix *-ist*** means “one who practices.” When it is added to a base word, it forms a noun.
- The **suffix *-ous*** means “full of” or “characterized by.” This suffix will usually change a noun into an adjective.

**PRACTICE** Read each word. Then write the spelling word that shares the same base word or is related in meaning in some other way.

Word List	Challenge Words
1. activist	21. anonymous
2. carnivorous	22. courageous
3. cartoonist	23. psychologist
4. cautious	
5. chemist	
6. colonist	
7. cyclist	
8. ferocious	
9. florist	
10. furious	
11. gracious	
12. guitarist	
13. journalist	
14. marvelous	
15. mysterious	
16. numerous	
17. optimist	
18. ridiculous	
19. venomous	
20. zoologist	

- |                  |                    |
|------------------|--------------------|
| 1. flower _____  | 7. chemical _____  |
| 2. number _____  | 8. ferocity _____  |
| 3. guitar _____  | 9. ridicule _____  |
| 4. zoology _____ | 10. marvel _____   |
| 5. venom _____   | 11. caution _____  |
| 6. cartoon _____ | 12. optimism _____ |

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# Vocabulary

**FOCUS** Review the selection vocabulary words from “Animal Defense Academy.”

**carnivores**

**decoy**

**gland**

**monarch**

**mucus**

**prairie dogs**

**predator**

**prowling**

**range**

**roost**

**scurry**

**texture**

**PRACTICE** Write the vocabulary word that matches each clue below.

1. a chicken coop \_\_\_\_\_

2. the numbers 1 through 10 \_\_\_\_\_

3. little, furry burrowing creatures \_\_\_\_\_

4. a bunny running across the yard \_\_\_\_\_

5. a wooden duck used by hunters \_\_\_\_\_

6. buildup in your nose when you have a cold \_\_\_\_\_

7. lions eating a zebra \_\_\_\_\_

8. a raccoon sneaking around your trashcans \_\_\_\_\_

9. a body part in your neck \_\_\_\_\_

10. a black-and-orange insect \_\_\_\_\_



## Complex Sentences

### FOCUS

- An **independent clause** has a subject and a verb and can stand alone as a complete sentence.

I saw a penny from 1898.

- A **dependent clause** also has a subject and a verb, but it cannot stand alone as a sentence.

When we went to the museum.

- A **complex sentence** has both an independent clause and one or more dependent clauses.

I saw a penny from 1898 when we went to the museum.

- When the dependent clause starts the sentence, it is followed by a comma to separate it from the independent clause.

**If you ever find a coin,** you can look for the date to see when it was made.

- Dependent clauses that begin with subordinating conjunctions act as adverbs. They provide more information about *when, where, why, or how*.

**After you find a coin,** look for the date on it.

- Some dependent clauses act as adjectives. They provide more information about a noun or pronoun in the independent clause.

My uncle, **who has been collecting coins for years,** taught me a lot.

### PRACTICE Underline the dependent clause in each complex sentence.

1. Wherever you decide to go this afternoon, be sure to tell your sister.
2. The horses need to be fed before you let them out of their stalls.
3. Ms. Castillo should be serving lunch today unless she has to be at the other school.
4. If Shawn calls, please let me know.
5. Hattie grabbed an umbrella because she could see dark, gray clouds in the sky.