

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: 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: *Plants Found a Way*

Summary: Plants come in all shapes and sizes and have adapted to grow almost everywhere on Earth. Whether a scorching desert or a freezing tundra, it seems like no challenge has been too tough for plants to overcome. If there's a way to survive, plants have found it.

► **DISCUSS** with your child different structural and behavioral adaptations of plants.

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

botany	noun	the study of plants
in partnership with	prepositional phrase	together with
without further ado	prepositional phrase	right away
presentation	noun	the act of putting something before an audience
substance	noun	material of a certain kind
felt the jitters	verb phrase	was nervous
merge	verb	to join and become one; come together
germinate	verb	to begin growing from a seed; to sprout
resist	verb	to overcome the effect or action of
cue	noun	a signal that tells someone when to do something
rare	adjective	not often happening, seen, or found
lack	noun	the condition of needing something

Spelling Practice these words with your child.

- | | | |
|----------------|-----------------|-------------------|
| 1. deactivate | 8. illiterate | 15. inaccurate |
| 2. deconstruct | 9. illogical | 16. inappropriate |
| 3. deflate | 10. imbalance | 17. inefficient |
| 4. dehydrate | 11. immature | 18. infinite |
| 5. derail | 12. immovable | 19. infrequent |
| 6. illegal | 13. impractical | 20. injustice |
| 7. illegible | 14. improper | |

Challenge

- | | | |
|------------------|--------------|----------------|
| 1. decontaminate | 2. impartial | 3. incompetent |
|------------------|--------------|----------------|

Language Arts

Writing: Your child will choose a topic for a research report and begin to research and collect relevant information.

Grammar: Your child will learn about, identify, and practice using different verb tenses.

► **DISCUSS** with your child different resources, such as books, encyclopedias, magazines, websites, and interviews that he or she could use to collect information.

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>

Latin Roots *flect*, *ped*, and *loc*

FOCUS

Remember that **Latin roots** are a part of many words in the English language. Knowing the meanings of these roots can help you correctly define and spell words that are new or unfamiliar.

- The **Latin root *flect*** means “bend.”
- The **Latin root *ped*** means “foot.”
- The **Latin root *loc*** means “place.”

PRACTICE Add the Latin roots *flect*, *ped*, or *loc* to the following words or word parts, and write the resulting spelling words on the lines.

Word List

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|---------------|----------------|
| 1. bipeds | 11. peddler |
| 2. deflect | 12. pedestal |
| 3. dislocate | 13. pedestrian |
| 4. expedite | 14. pedigree |
| 5. impede | 15. pedometer |
| 6. local | 16. reflect |
| 7. locate | 17. reflection |
| 8. location | 18. reflective |
| 9. locomotive | 19. reflector |
| 10. millipede | 20. relocate |

Challenge Words

21. allocate
22. echolocation
23. expedition

- | | |
|------------------------|-----------------------|
| 1. _____ ometer _____ | 4. ex _____ ite _____ |
| 2. _____ ation _____ | 5. _____ igr ee _____ |
| 3. dis _____ ate _____ | 6. re _____ ate _____ |

Homophones

FOCUS Homophones are words that have different spellings and meanings but have the same pronunciation.

I **heard** an airplane flying overhead.
(past tense of *hear*)

The **herd** of goats crowded around a trough.
(a group of animals)

PRACTICE Circle the word that correctly completes the sentence.

1. Malik poured himself a bowl of (serial, cereal).
2. We need (flower, flour), milk, and eggs for the recipe.
3. Ava and Keiran waved to (there, their) parents from the window of the bus.
4. Would you be able to (loan, lone) me your jacket?
5. Safia (knew, new) all the answers on the civics quiz.
6. I caught the ball when Coach Taylor (through, threw) it to me.
7. The dog let out a (groan, grown) when it saw the squirrel.
8. I can't find the last (peace, piece) for this puzzle.
9. Jack's mom is (here, hear) to pick him up from practice.
10. (Hey, Hay), did you see where I put my backpack?

Commas and Quotation Marks in Dialogue

FOCUS **Dialogue and direct quotations** shows the exact words spoken or written by a character or a real person.

- Quotation marks enclose dialogue and direct quotations.

“Where is the tape?” asked Michael.

- The speaker tag tells the reader who is speaking and sometimes how the words are being said.

Dre yelled, “Look out!”

- When the speaker tag appears in the middle of the sentence, commas appear on either side of the speaker tag.

“After lunch,” Ms. Putnam said, “we’ll continue with this lesson.”

- If dialogue ends with a question mark or exclamation point, then a comma is not used.

“Come back!” Ada yelled.

PRACTICE If a sentence is punctuated correctly, write **C** on the line. If the punctuation is incorrect, write **X** on the line.

1. _____ “When we get to park,” said Imani, “I’m heading straight for the swings.”
2. _____ One thing to remember, Mr. Klein explained, “is that you are still young.”
3. _____ “That was a huge surprise!”, Melanie admitted.
4. _____ Noah explained, “how to fix the wheel so it won’t squeak.”