

Name _____

Spelling Pretest

Pretest Spelling	
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____
17	_____
18	_____
19	_____
20	_____

Correct Spelling	
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
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: *Survival at 40 Below*

Summary: In the Gates of the Arctic National Park and Preserve, animals have developed a surprising number of adaptations to survive the freezing temperatures. Many of them stay cozy beneath thick fur, and some burrow underground to stay warm. One species of frog can even stop its heart to conserve energy!

► **DISCUSS** with your child different animals that live in cold habitats.

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

sheer	adjective	steep
grazing	verb	feeding on growing grass
cache	verb	to place or store something in a hidden or secret place
esophagus	noun	the muscular tube through which food moves from the throat to the stomach
insulating	adjective	covering or surrounding with a material that slows or stops the flow of electricity, heat, or sound
browses	verb	feeds or nibbles on
ceases	verb	comes or brings to an end; stops
vital	adjective	necessary to or supporting life
conserve	verb	to keep and protect from harm, loss, or change
prey	noun	an animal that is hunted by another animal for food
withered	adjective	dried up or shriveled

Spelling Practice these words with your child.

- | | | |
|---------------|-------------------|---------------|
| 1. antibiotic | 8. audiovisual | 15. biologist |
| 2. audible | 9. auditorium | 16. biology |
| 3. audience | 10. auditory | 17. biome |
| 4. audio | 11. biodegradable | 18. biopsy |
| 5. audiobook | 12. biodiversity | 19. biosphere |
| 6. audiology | 13. biographer | 20. inaudible |
| 7. audiotape | 14. biography | |

Challenge

- | | | |
|-------------------|----------------|--------------|
| 1. microbiologist | 2. audiologist | 3. symbiotic |
|-------------------|----------------|--------------|

Language Arts

Writing: Your child will draft and revise his or her research report.

Grammar: Your child will learn about, identify, and practice using irregular verbs.

► **GIVE** your child a list of verbs, such as *sit, eat, sleep, see, and grow*. Then have your child identify the past-tense form for each verb. (*sat, ate, slept, saw, and grew*)

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>

Prefixes *il-*, *im-*, *in-*, and *de-*

FOCUS

Prefixes are added to the beginnings of base words and root words to change their meanings. Knowing the meanings of prefixes can help you understand the meanings of new or difficult words.

- The **prefixes *il-*, *im-*, *in-*, and *de-*** all mean “not.” The **prefix *de-*** can also mean “opposite.”

PRACTICE Write the spelling word on the line that shares the same base word or root word.

Word List

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

Challenge Words

21. decontaminate
22. impartial
23. incompetent

- | | |
|--------------------|------------------------|
| 1. hydration _____ | 7. monorail _____ |
| 2. justify _____ | 8. accuracy _____ |
| 3. removed _____ | 9. premature _____ |
| 4. logic _____ | 10. inflation _____ |
| 5. legality _____ | 11. literacy _____ |
| 6. propriety _____ | 12. constructing _____ |

Vocabulary

FOCUS Review the selection vocabulary words from “Plants Found a Way.”

- | | |
|----------------------------|----------------------------|
| botany | merge |
| cue | presentation |
| felt the jitters | rare |
| germinate | resist |
| in partnership with | substance |
| lack | without further ado |

PRACTICE Write each vocabulary word next to its synonym.

- | | |
|-----------------------------|-------------------------------|
| 1. meet _____ | 7. unified _____ |
| 2. material _____ | 8. demonstration _____ |
| 3. nervous _____ | 9. oppose _____ |
| 4. unusual _____ | 10. absence _____ |
| 5. immediately _____ | 11. signal _____ |
| 6. plant study _____ | 12. sprout _____ |

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Verb Tenses

FOCUS **Verb tense** shows when an action in a sentence takes place.

- A present-tense verb shows an action or condition is happening now or happens regularly.

Helene **bakes** in the kitchen. The children **play** at the park.

- A past-tense verb shows that an action or condition already happened. Past-tense verbs are often formed by adding *-ed* to the base verb.

Helene **baked** in the kitchen. The children **played** at the park.

- A future-tense verb shows that an action or condition will happen later. The future tense is formed by using *will* or *shall* with the base form of the verb.

Helene **will bake** later. The children **will play** tomorrow.

- The progressive tenses describe actions that are, were, or will be in progress. They are formed by using the past, present, or future tense of *be* with the participle of the main verb.

Helene **is baking** now. (*present-progressive tense*)

Helene **was baking** yesterday. (*past-progressive tense*)

Helene **will be baking** tomorrow. (*future-progressive tense*)

PRACTICE Identify the verb tenses in the sentences below. On the line, write **PR** for present tense, **PA** for past tense, or **F** for future tense.

- _____ Rebecca's stomach grumbles when she is hungry.
- _____ Her brother mark laughed every time he heard it.
- _____ Eliot wonders how his report card will look.
- _____ Ruth will finish her homework right after school.
- _____ Charlotte read all of her comics in one day.
- _____ The audience clapped loudly at the end of the performance.
- _____ Everyone will stand as the bride walks down the aisle.
- _____ The cows in the field moo from time to time.