

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: What makes a national treasure?

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

## This week's reading selection: *Mice in the Mint*

**Summary:** Penny, a clever field mouse, befriends Alexander Hamilton and accompanies him from the Revolutionary War through his time as the leader of the Department of the Treasury. She recounts the events that led to the country's national bank and the Mint, the first federal building constructed under the United States Constitution.

► **DISCUSS** with your child the purpose and importance of the United States Mint.

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

mint	noun	a place where coins are made
secretary	noun	a person who is the head of a government department
tactics	noun	methods planned and used to win a competition or achieve a goal
strategy	noun	the planning and directing of actions used to win a competition or achieve a goal
delivered	verb	took to the proper place or person
command	noun	the ability to use or control
articles	noun	separate sections of a formal document
uphold	verb	to support or defend
stance	noun	a position or opinion
cement	noun	something serving to unite firmly
bind	verb	to tie together; fasten
specifically	adverb	in regard to something mentioned explicitly or in detail
complex	adjective	hard to understand or do
item	noun	a single thing in a group or list

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

- |                |                |                |
|----------------|----------------|----------------|
| 1. abbreviate  | 8. dedicate    | 15. likelihood |
| 2. accelerate  | 9. falsehood   | 16. nature     |
| 3. adventure   | 10. feature    | 17. originate  |
| 4. brotherhood | 11. fracture   | 18. picture    |
| 5. captivate   | 12. girlhood   | 19. sisterhood |
| 6. capture     | 13. irritate   | 20. statehood  |
| 7. complicate  | 14. knighthood |                |

**Challenge**

1. daughterhood 2. procrastinate 3. treasure

**Language Arts**

**Writing:** Your child will plan, draft, revise, edit, and publish a news story.

**Grammar:** Your child will learn about and practice using commas and quotation marks in direct quotations and dialogue.

► **DISCUSS** a news story in a newspaper or magazine. Ask your child to identify the answers to the six basic questions *who, what, when, where, why, and how.*

## 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 *-hood, -ate, and -ure*

- FOCUS**
- The **suffix *-hood*** means “state or quality of.”
  - The **suffix *-ate*** means “to act on in a certain way.”
  - The **suffix *-ure*** means “the act, process, or result of.”

**PRACTICE** Write the base word of each of the words below.

**Word List**

- |                |                |
|----------------|----------------|
| 1. abbreviate  | 11. fracture   |
| 2. accelerate  | 12. girlhood   |
| 3. adventure   | 13. irritate   |
| 4. brotherhood | 14. knighthood |
| 5. captivate   | 15. likelihood |
| 6. capture     | 16. nature     |
| 7. complicate  | 17. originate  |
| 8. dedicate    | 18. picture    |
| 9. falsehood   | 19. sisterhood |
| 10. feature    | 20. statehood  |

**Challenge Words**

21. daughterhood  
22. procrastinate  
23. straightforward

- |                      |                     |
|----------------------|---------------------|
| 1. originate _____   | 5. captivate _____  |
| 2. knighthood _____  | 6. statehood _____  |
| 3. likelihood _____  | 7. girlhood _____   |
| 4. brotherhood _____ | 8. sisterhood _____ |

# Vocabulary

**Focus** Review the selection vocabulary words from “Mice in the Mint.”

articles

bind

cement

command

complex

delivered

item

mint

secretary

specifically

stance

strategy

tactics

uphold

**PRACTICE** The underlined vocabulary word in each sentence does not belong. Cross out the incorrect word. Write the correct vocabulary word on the line.

1. The army needed a new cement if it was going to win the battle.

\_\_\_\_\_

2. Where does the stance get the metals it uses to produce coins?

\_\_\_\_\_

3. The treaty consisted of an introduction and several tactics.

\_\_\_\_\_

4. The Strategy of Education is proposing more funding for public schools.

\_\_\_\_\_

5. The judge has vowed to bind the laws of the United States.

\_\_\_\_\_



## 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.”