

5<sup>th</sup> Grade ELA  
Quarter 1  
Remote Learning  
Practice and Enrichment Packet



Hello, SCS Family.

This resource packet was designed to provide students with activities, which can be completed at home independently, or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for ELA and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents, which lists each activity.

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# Unit 1: Week 1

## Practice Pages

### Week 1

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**This Week 1 section includes pages 1, 3, 7, 8, 9, and 11 ONLY.**

Name \_\_\_\_\_

- A **sentence** is a group of words that expresses a complete thought. It begins with a capital letter and ends with a punctuation mark.
- A **sentence fragment** is a group of words that does not express a complete thought: *Went to the store.*
- A **statement** is a sentence that tells something. It ends with a **period**.  
*The playground is under construction.*
- A **question** is a sentence that asks something. It ends with a **question mark**: *Have you visited the new zoo?*

Read each group of words. If it is a sentence, add the proper punctuation mark. If it is not a complete sentence, write *fragment*.

1. My mother walked into the kitchen \_\_\_\_\_
2. Looked out the window \_\_\_\_\_
3. One of my sisters \_\_\_\_\_
4. What were they looking at \_\_\_\_\_
5. A deer stood in the yard \_\_\_\_\_
6. Underneath the apple tree \_\_\_\_\_
7. We watched quietly \_\_\_\_\_
8. The deer looked up \_\_\_\_\_
9. Did it see us \_\_\_\_\_
10. Ran off across the lawn \_\_\_\_\_



In your writer's notebook, write about a time you saw an unusual animal. Check your work to make sure each sentence expresses a complete thought and ends with a period or question mark.

Name \_\_\_\_\_

- A **sentence** is a group of words that expresses a complete thought. It begins with a capital letter and ends with a punctuation mark.
- A **statement** ends with a **period**. A **question** ends with a **question mark**. A **command** can end with a **period** or an **exclamation point**. An **exclamation** ends with an **exclamation point**.

Rewrite each sentence by putting capital letters and punctuation marks where they belong.

1. did you hear about the elephants outside

\_\_\_\_\_

2. they are coming to town for the fair

\_\_\_\_\_

3. go over to the window to see them

\_\_\_\_\_

4. this year's fair will be the best ever

\_\_\_\_\_



Think of an exciting time in your life. Write a paragraph about this experience. Include one exclamation and one question in your paragraph. Edit and proofread your work.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Short vowel sounds can be spelled in different ways.

- **Shrug** and **tough** each have the short *u* sound.
- **Tense** and **head** each have the short *e* sound.
- **Scan** and **laugh** each have the short *a* sound.

Read each spelling word out loud. Listen carefully to each short vowel sound.

**SPELLING TIP**

The short *i* sound is usually spelled using the vowel *i* (*skin, fin, twin*). Similarly, the short *o* sound is usually spelled using the vowel *o* (*lot, stop, plot*).

Read the words in the box. Place each word in the column that describes its short vowel sound. Underline the letter or letters that make the sound.

jut	stuff	fling	batch	laugh
nick	sense	notch	rough	guess
tenth	damp	gush	stump	lead
shrug	cot	scan	tough	dove

short <i>a</i> as in <i>plan</i>	short <i>e</i> as in <i>hen</i>	short <i>i</i> as in <i>spin</i>	short <i>o</i> as in <i>lot</i>	short <i>u</i> as in <i>fun</i>



Look through this week's readings for more words to sort. Create a word sort for a partner in your writer's notebook.

Name \_\_\_\_\_

jut	stuff	fling	batch	laugh
nick	sense	notch	rough	guess
tenth	damp	gush	stump	lead
shrug	cot	scan	tough	dove

**A. Write the spelling word that matches each definition below.**

1. throw with force \_\_\_\_\_
2. slightly wet \_\_\_\_\_
3. stick out \_\_\_\_\_
4. material in pencils \_\_\_\_\_
5. pour out \_\_\_\_\_
6. cooing bird \_\_\_\_\_
7. raise one's shoulders \_\_\_\_\_
8. v-shaped cut \_\_\_\_\_
9. small, narrow bed \_\_\_\_\_
10. look through quickly \_\_\_\_\_
11. estimate or prediction \_\_\_\_\_
12. next after ninth \_\_\_\_\_

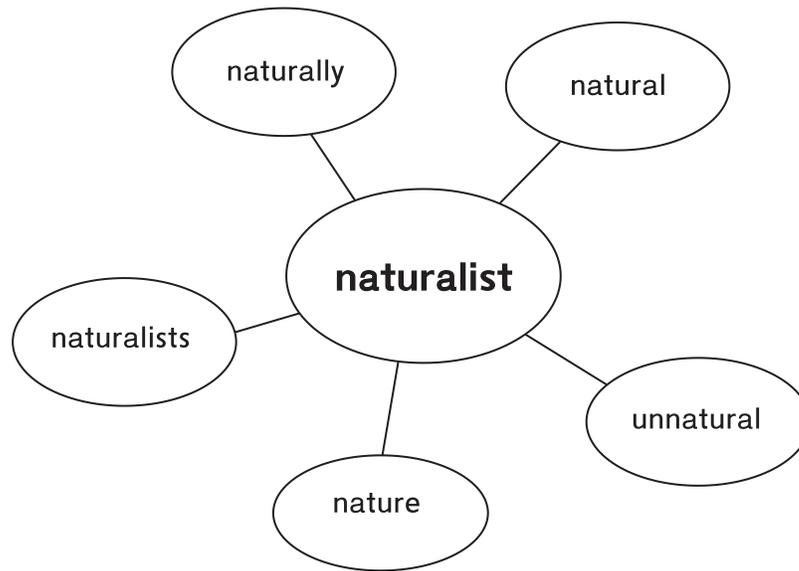
**B. Write the spelling word that best completes each analogy.**

13. *Quiet* is to *noisy* as *gentle* is to \_\_\_\_\_.
14. *Scratch* is to *scrape* as *cut* is to \_\_\_\_\_.
15. *Cry* is to *weep* as \_\_\_\_\_ is to *chuckle*.
16. *Fill* is to *empty* as \_\_\_\_\_ is to *unpack*.
17. *Bunch* is to \_\_\_\_\_ as *couple* is to *pair*.
18. *Foolishness* is to \_\_\_\_\_ as *weak* is to *strong*.
19. \_\_\_\_\_ is to *tree* as *part* is to *whole*.
20. \_\_\_\_\_ is to *easy* as *puzzling* is to *simple*.

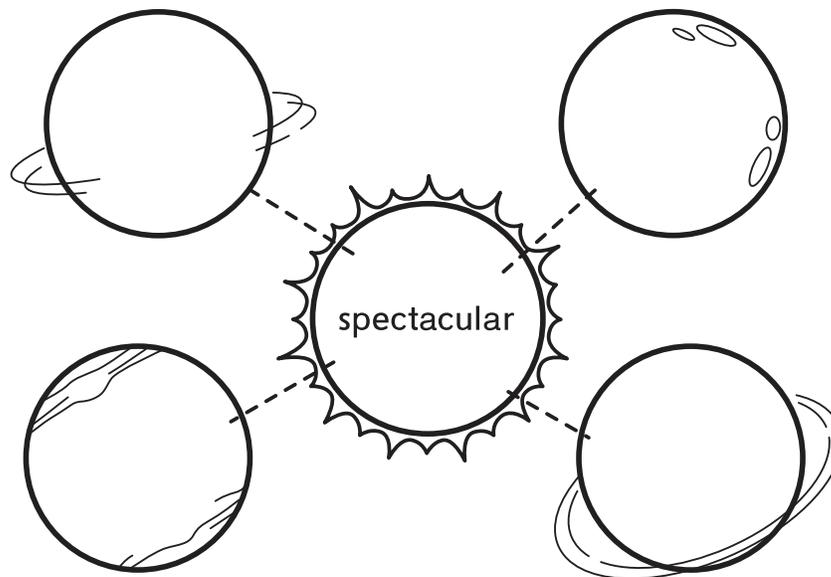


Name \_\_\_\_\_

Expand your vocabulary by adding or removing inflectional endings, prefixes, or suffixes to a base word to create different forms of a word.



Write as many related words in the web as you can. Use a dictionary to help you.



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# Unit 1: Week 2

## Practice Pages

### Week 2

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**This Week 2 section includes pages 13, 14, 19, 20, 23, and 24 ONLY.**

Name \_\_\_\_\_

- The **simple subject** is the main noun or pronoun that names the subject of the sentence: *The friendly dog waited for her owner.*
- The **complete subject** includes all of the words that tell whom or what the sentence is about: *The friendly dog waited for her owner.*
- The **simple predicate** is the verb that tells exactly what the subject does or is: *The friendly dog waited for her owner.*
- The **complete predicate** is the verb and all of the words that tell what the subject does or is: *The friendly dog waited for her owner.*

**After each sentence, write whether the underlined word or words are the simple subject, complete subject, simple predicate, or complete predicate.**

1. My grandparents live on an island. \_\_\_\_\_
2. A small boat travels there every hour. \_\_\_\_\_
3. The entire ride takes about twenty minutes. \_\_\_\_\_
4. My family visits them every summer. \_\_\_\_\_
5. We stay for about a week. \_\_\_\_\_



**Talk to a parent or another trusted adult about somewhere you would like to visit. Then write a paragraph about why you want to visit there. Underline two simple subjects and two simple predicates in your writing.**

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Name \_\_\_\_\_

- A **compound subject** is two or more subjects that share the same verb. The subjects are usually joined by a conjunction such as *and* or *or*.

*My brother and sister are still asleep.*

- A **compound predicate** contains two or more predicates that have the same subject.

*The journalist reads and writes a lot.*

- Compound subjects and predicates can use **coordinating conjunctions** (*and, or*) or **correlative conjunctions** (*either/or, neither/nor*).

*Neither Julia nor her friend participated.*

*Can you either clear the table or do the dishes?*

After each sentence, write whether the underlined words are a *compound subject* or *compound predicate*. Circle each conjunction.

1. The students arrive and sit down. \_\_\_\_\_
2. The teacher and the students open their books. \_\_\_\_\_
3. The boy or the girl will read first. \_\_\_\_\_
4. The class listens and takes notes. \_\_\_\_\_
5. Either the teacher or the principal will speak. \_\_\_\_\_
6. The cafeteria opens and serves lunch. \_\_\_\_\_
7. The students neither rush nor hurry. \_\_\_\_\_
8. The pizza and the pasta are the favorite meals. \_\_\_\_\_



Use the sentences as a model. In your writer's notebook, write about your favorite or least favorite cafeteria food. Use at least one compound subject and one compound predicate in your writing. Underline each one. Check to make sure that you use conjunctions correctly.

Name \_\_\_\_\_

Long vowel sounds can have different spellings.

- Long *a*, or /ā/: they, stain, steak, cake
- Long *e*, or /ē/: see, clean, shield, compete, neither
- Long *i*, or /ī/: five, kind, fry, invite, sight
- Long *o*, or /ō/: pole, throw, soak

When a word ends with a silent *e*, as in compete, the vowel before the consonant will have a long sound. This is called a **vowel-consonant-e (VCe)** pattern. The VCe pattern must stay in the same syllable: com/pete.

**DECODING WORDS**

Divide the word *invite* into syllables: *in/vite*. Blend the sounds of the first syllable, *in-*. Use what you know about syllable types. Blend the sounds of the next syllable, *-vite*. Now say the syllables together to decode the word.

Read the words in the box. Place each word in the column that describes its long vowel sound. Underline the letter or letters that make the sound.

paste	greed	paid	oak	aim
bride	plead	coach	growth	prey
shave	greet	theme	yolk	tow
spice	heap	type	folks	grind

long <i>a</i> as in <i>table</i>	long <i>e</i> as in <i>seen</i>	long <i>i</i> as in <i>find</i>	long <i>o</i> as in <i>snow</i>



Look through this week's readings for more words to sort. Create a word sort in your writer's notebook. Some of the words you find will have more than one syllable. Try to include at least one VCe syllable in each column. Then read each word out loud to a partner.

Name \_\_\_\_\_

paste	greed	paid	oak	aim
bride	plead	coach	growth	prey
shave	greet	theme	yolk	tow
spice	heap	type	folks	grind

**A. Write the spelling word that matches each definition below.**

1. part of an egg \_\_\_\_\_
2. to stick down \_\_\_\_\_
3. pull something \_\_\_\_\_
4. to beg \_\_\_\_\_
5. a kind of tree \_\_\_\_\_
6. to crush \_\_\_\_\_
7. to say hello \_\_\_\_\_
8. an overall idea \_\_\_\_\_
9. a kind or sort \_\_\_\_\_
10. people \_\_\_\_\_
11. a mound or pile \_\_\_\_\_
12. to cut off hair \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

13. He was not \_\_\_\_\_ for his work at the food bank.
14. My friend's dad is our soccer \_\_\_\_\_.
15. Owls hunt their \_\_\_\_\_ at night.
16. The cook added lots of \_\_\_\_\_ to the chili.
17. She did not \_\_\_\_\_, so she missed the basket.
18. The \_\_\_\_\_ carried a bunch of white flowers.
19. I saw lots of \_\_\_\_\_ on the new plants.
20. His \_\_\_\_\_ made him a selfish person.

Name \_\_\_\_\_

A **prefix** is a word part that is added to the beginning of a word. It changes the root's meaning. Knowing the prefix of an unfamiliar word can help you figure out its meaning.

- The prefix **super-** means **over** or **above**. The word **supervise** means **watch over** or **oversee**.
- The prefix **trans-** means **across** or **move between**. The word **transport** means **carry** or **move from one place to another**.

Use your knowledge of the prefixes *super-* and *trans-* to determine the definition of each word.

Prefix	Word	Definition
<i>super-</i>	superstar	
	superstore	
<i>trans-</i>	transfer	
	transatlantic	



How many more words can you and a partner make with the prefixes *super-* and *trans-*? Write your words and a brief definition on the lines below. Use a dictionary to help you.

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Name \_\_\_\_\_

**Homographs** are words that are spelled the same but have different meanings and sometimes different pronunciations. For example, *bear* can mean “a large, heavy mammal.” *Bear* can also mean “to carry.”

Read each passage from “At Home in the Desert.” Underline the context clues that help you figure out the meaning of each word in bold. Write the word’s meaning on the line. Then write your own sentence that uses the word in the same way.

1. Georgia O’Keeffe always thought of herself as an artist. By 1928, the **rest** of the world did, too.

\_\_\_\_\_

\_\_\_\_\_

2. New York City and her family’s summer home had been the source of ideas for almost ten years, but now those ideas were drying up. O’Keeffe felt like she needed a **change** of scenery.

\_\_\_\_\_

\_\_\_\_\_

3. She had visited New Mexico in 1917 with her sister, and the wide open **space** had thrilled her.

\_\_\_\_\_

\_\_\_\_\_

4. She spent hours just watching the sky change. The clear **light** made her feel as if she could see for the first time.

\_\_\_\_\_

\_\_\_\_\_

5. It was the start of a pattern she would keep up for almost twenty years. Each **spring**, she traveled to New Mexico to paint.

\_\_\_\_\_

\_\_\_\_\_

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# Unit 1: Week 3

## Practice Pages

### Week 3

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**This Week 3 section includes pages 25, 26, 31, 32, 33, and 35 ONLY.**

Name \_\_\_\_\_

- A **simple sentence** expresses one complete thought.

*The family went out to celebrate.*

- A **compound sentence** contains two simple sentences joined by a comma and a conjunction.

*The streets were empty, and the sun was setting.*

- A **conjunction** joins words or groups of words. The words *and*, *but*, and *or* are conjunctions.

Write whether each sentence below is *simple* or *compound*. Circle each conjunction.

1. The dog barked, and I woke up instantly. \_\_\_\_\_
2. Something was tapping on my window. \_\_\_\_\_
3. Was the noise real, or was I still dreaming? \_\_\_\_\_
4. A bright light flashed, and I ducked under the covers. \_\_\_\_\_
5. The dog ran down into the basement. \_\_\_\_\_
6. I called the dog, but he wouldn't come back. \_\_\_\_\_
7. My parents heard me and came into my room. \_\_\_\_\_
8. They both seemed calm, or I would have kept hiding. \_\_\_\_\_
9. There were strong winds, and a power line had snapped. \_\_\_\_\_
10. That explained both the tapping and the bright light. \_\_\_\_\_



In your writer's notebook, write a short passage about a strange noise you hear. Make sure to include simple and compound sentences. Underline the conjunctions. After you finish, check your work. Did you use commas correctly in the compound sentences?

Name \_\_\_\_\_

- A **run-on sentence** joins together two or more sentences without the proper conjunctions and punctuation.

*I went to the store it was closed.* (incorrect)

- You can correct a run-on sentence by rewriting it as a compound sentence.

*I went to the store, but it was closed.*

- A **comma splice** joins together two sentences with only a comma: *We ran a race, I won first place.* To avoid this error, make sure the compound sentence has a conjunction: *We ran a race, and I won first place.*

**Correct each run-on sentence or comma splice by writing it as a compound sentence.**

1. The official waves the flag the race begins!

\_\_\_\_\_

2. The driver pushes the gas pedal the car zooms forward.

\_\_\_\_\_

3. She speeds around the curve she doesn't lose control.

\_\_\_\_\_

4. The race is soon over, she wins another trophy.

\_\_\_\_\_

**Writing Connection**

**Think about a competition you would like to enter. Write three compound sentences about why you want to enter the competition. As you edit and proofread your work, make sure to avoid run-on sentences, comma splices, and fragments.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

The spelling words in the box have three different *u* sounds. Each of these sounds can have different spellings.

- /ū/: cute, unit, argue, review
- /ù/: shook, could
- /ü/: tune, flu, move, tooth, suit

**SPELLING TIP**

The same spelling pattern can have different sounds. For example, the patterns *u* and *u\_e* can have either the sound /ū/ (human, huge) or the sound /ü/ (tuba, tube).

Write the words that contain the matching sound and spelling pattern.

tuna	doom	hoof	prove	hue
duty	bamboo	hooks	mute	view
lose	soothe	booth	amuse	bruise
few	crooks	handbook	plume	union

/ū/ spelled *u\_e*

1. \_\_\_\_\_

2. \_\_\_\_\_

/ū/ spelled *ue*

3. \_\_\_\_\_

/ū/ spelled *u*

4. \_\_\_\_\_

/ū/ spelled *ew*

5. \_\_\_\_\_

6. \_\_\_\_\_

/ù/ spelled *oo*

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

/ü/ spelled *u*

11. \_\_\_\_\_

12. \_\_\_\_\_

/ü/ spelled *o\_e*

13. \_\_\_\_\_

14. \_\_\_\_\_

/ü/ spelled *u\_e*

15. \_\_\_\_\_

/ü/ spelled *oo*

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

/ü/ spelled *ui*

20. \_\_\_\_\_



Look through this week's readings for more words to sort. Read the words aloud. Then create a word sort for a partner in your writer's notebook.

Name \_\_\_\_\_

tuna	doom	hoof	prove	hue
duty	bamboo	hooks	mute	view
lose	soothe	booth	amuse	bruise
few	crooks	handbook	plume	union

**A. Write the spelling word that has the same, or almost the same, meaning.**

1. tint \_\_\_\_\_
2. job \_\_\_\_\_
3. to misplace \_\_\_\_\_
4. entertain \_\_\_\_\_
5. a guide \_\_\_\_\_
6. hangers \_\_\_\_\_
7. to show \_\_\_\_\_
8. robbers \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

9. Do you know \_\_\_\_\_ can grow as tall as a tree?
10. Gentle rocking may \_\_\_\_\_ a crying baby.
11. The horse raised a \_\_\_\_\_ and began to prance.
12. The new building will block our \_\_\_\_\_ of the park.
13. A \_\_\_\_\_ of smoke rose from the chimney.
14. For a special treat, Dad cooked \_\_\_\_\_ on the grill.
15. I have a dark blue \_\_\_\_\_ on my arm.
16. A \_\_\_\_\_ of pet owners called for a new dog park.
17. The old, broken piano has been \_\_\_\_\_ for years.
18. Only a \_\_\_\_\_ people showed up for the meeting.
19. I got a stuffed toy from a \_\_\_\_\_ at the fair.
20. An injury will \_\_\_\_\_ his hopes of winning the race.

Name \_\_\_\_\_

**Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.**

Our yard has only a fue trees. The big maple tree in back is my favorite. I have a good vyoo of it from my room. In the fall, the maple leaves change color. They turn a beautiful red huwe.

Before long, the tree begins to loos its colorful leaves. I often amews myself by collecting maple leaves to display in my room. It is also my dooty to rake the leaves. I don't mind. Spending time under my tree is not a problem.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**Writing Connection**

**Write about something that you've seen or done in nature. Use at least four spelling words in your writing.**

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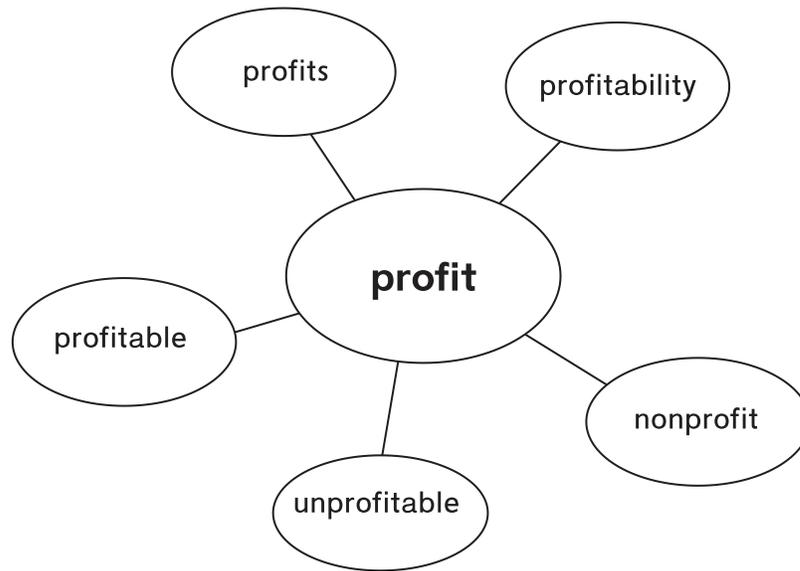
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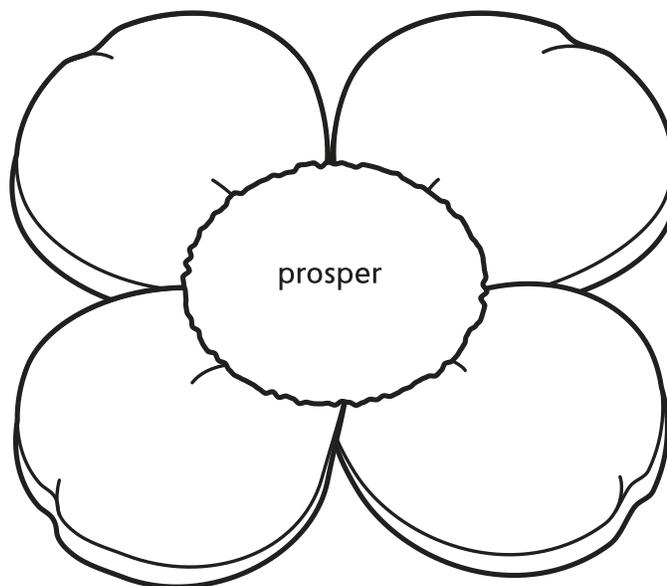
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Name \_\_\_\_\_

Expand your vocabulary by adding or removing inflectional endings, prefixes, or suffixes to a base word to create different forms of a word.



Write as many related words on the flower petals as you can. Use a dictionary to help you.



# Unit 1: Week 4

## Practice Pages

### Week 4

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**This Week 4 section includes pages 37, 38, 43, 44, 47, and 48 ONLY.**

Name \_\_\_\_\_

- **Coordinating conjunctions** join two words or word groups of the same grammatical rank or importance (e.g., two nouns, two independent clauses). The coordinating conjunctions *and*, *but*, and *or* can be used to create a **compound sentence**.
- **Subordinating conjunctions** tell where, when, why, or how. Some common subordinating conjunctions are *after*, *although*, *as*, *because*, *before*, *if*, *since*, *so that*, *until*, *when*, and *while*.

Circle the conjunction in each sentence below. Then write whether it is a *coordinating* or *subordinating* conjunction.

1. My dad looks great when he wears a suit. \_\_\_\_\_
2. I gave him a tie, and he wears it all the time. \_\_\_\_\_
3. It's his favorite because it reminds him of home. \_\_\_\_\_
4. He took me to work one day, and I sat at his desk. \_\_\_\_\_
5. I wanted to attend a meeting, but he wouldn't let me. \_\_\_\_\_
6. I stayed in his office until he returned. \_\_\_\_\_
7. After we ate lunch, we went on a sales call. \_\_\_\_\_
8. He gave me some advice before we went inside. \_\_\_\_\_
9. I had to be polite, or he would send me to the car. \_\_\_\_\_
10. We both laughed since I'm always polite to everyone. \_\_\_\_\_



In your writer's notebook, write about a favorite piece of clothing. Include at least four different coordinating or subordinating conjunctions. Circle the coordinating conjunctions and underline the subordinating conjunctions. Edit and proofread your work.

Name \_\_\_\_\_

- A **complex sentence** is a sentence that contains two related clauses joined by a conjunction other than *and*, *but*, or *or*.
- **Subordinating conjunctions** can appear at the beginning or in the middle of a complex sentence. If the sentence begins with a subordinating conjunction, a comma should follow the last word of the **dependent clause**.

*When spring is near, I hang a new bird feeder in the tree.*

*I hang a new bird feeder in the tree when spring is near.*

Use the subordinating conjunction in parentheses to combine the two simple sentences into one complex sentence.

1. I was worried about the dog. She wouldn't eat. (because)

\_\_\_\_\_

2. I told my mother. We called the vet. (after)

\_\_\_\_\_

3. The dog walked away. We were still on the phone. (while)

\_\_\_\_\_

4. She was acting suspicious. I followed her. (since)

\_\_\_\_\_

5. I was concerned. She led me to a bag of food she had eaten. (until)

\_\_\_\_\_

Reading/Writing  
Connection

Read this sentence from "A Fresh Idea." Circle the subordinating conjunction. Then write a new sentence about a peaceful place. Include a different subordinating conjunction.

After they got home, Mali headed out to her backyard swing to think.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

A vowel followed by the letter *r* is called an ***r*-controlled vowel**. Three *r*-controlled vowel sounds are /är/, /âr/, and /ôr/. These sounds can have different spellings.

- /är/: *darken*, *hearth*
- /âr/: *unfair*, *stare*, *pear*, *scary*
- /ôr/: *torn*, *roar*, *store*, *pour*

**DECODING WORDS**

The first syllable in *unfair* is a closed syllable pronounced /un/. The second syllable /fâr/ has the *r*-controlled vowel spelling *ar* pronounced /âr/. These vowel spellings must stay in the same syllable. Blend the sounds and read the word: *un/fair*.

Write the spelling words that contain the matching sound and spelling pattern.

heart	swore	source	marsh	coarse
swear	chart	fare	force	flare
aboard	scorn	barge	harsh	course
squares	starch	thorn	scarce	sword

/är/ spelled *ar*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

/är/ spelled *ear*

6. \_\_\_\_\_

/âr/ spelled *are*

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

/âr/ spelled *ar*

10. \_\_\_\_\_

/âr/ spelled *ear*

11. \_\_\_\_\_

/ôr/ spelled *our*

12. \_\_\_\_\_

13. \_\_\_\_\_

/ôr/ spelled *or*

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

/ôr/ spelled *ore*

18. \_\_\_\_\_

/ôr/ spelled *oar*

19. \_\_\_\_\_

20. \_\_\_\_\_



Look through your writer's notebook for more words to sort. Create a word sort in your writer's notebook. Include at least two multisyllabic words. Then read each word aloud.

Name \_\_\_\_\_

heart	swore	source	marsh	coarse
swear	chart	fare	force	flare
aboard	scorn	barge	harsh	course
squares	starch	thorn	scarce	sword

**A. Write the spelling word that belongs with each set of words below.**

- circles, triangles, \_\_\_\_\_
- blade, club, \_\_\_\_\_
- rose, leaf, \_\_\_\_\_
- diagram, graph, \_\_\_\_\_
- dislike, belittle, \_\_\_\_\_
- rare, limited, \_\_\_\_\_
- flash, flame, \_\_\_\_\_
- brain, lung, \_\_\_\_\_
- cruel, bleak, \_\_\_\_\_
- power, strength, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

- Only sailors are allowed \_\_\_\_\_ the ship.
- Many wetland animals live in the \_\_\_\_\_.
- She \_\_\_\_\_ she would tell the truth at the trial.
- You can use \_\_\_\_\_ to make clothes stiff.
- He likes to \_\_\_\_\_ in and disturb my studying.
- Do you \_\_\_\_\_ you will keep my secret?
- I used \_\_\_\_\_ sandpaper to smooth the wood.
- The \_\_\_\_\_ of the river is a small lake.
- Taxi \_\_\_\_\_ from here to the airport is expensive.
- The \_\_\_\_\_ of our trip takes us through Kansas.

Name \_\_\_\_\_

A **suffix** is a word part that is added to the end of a word. It changes the word's meaning or part of speech. Knowing the suffix of an unfamiliar word can help you figure out its meaning.

Example: The suffix **-ive** means **having the nature of**.

- The verb **act** means **do or perform something**. Adding the suffix **-ive** changes the word to **active**, an adjective. **Active** means **full of energy, action, or movement**.

Example: The suffix **-logy** means **science, study of, or body of knowledge**.

- The root **geo-** means **earth**. The word **geology** means **the study of earth and rocks**.

Use your knowledge of the suffixes **-ive** and **-logy** to determine the definition of each word.

Suffix	Word	Definition
<i>-ive</i>	expensive	
	inventive	
<i>-logy</i>	zoology	
	biology	



How many more words can you and a partner make with the suffixes **-ive** and **-logy**? Write your words and a brief definition on the lines below. Use a dictionary to help you.

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Name \_\_\_\_\_

Read each passage from “Building Our Community.” Underline the context clues that help you figure out the meaning of each word in bold. Then write the word’s meaning on the line.

1. “Clara and I were hoping you could take us to the mall next weekend.” “Sorry, Gabriela, I’m working at the hospital this weekend and next weekend,” she said. “Well, then maybe Carlos could take us?” I **persisted**, not ready to give up.

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2. “Second, Carlos is **volunteering** next weekend. He’s giving time to help build a home for a family that needs one.”

---

3. “Now, if Juan can get shirts for us, we need something to put on them. Any ideas?” After a lively **debate**, we settled on the slogan “Building Our Community.” Clara, our class artist, agreed to draw the design.

---

4. “Now, if Juan can get shirts for us, we need something to put on them. Any ideas?” After a lively debate, we settled on the **slogan** “Building Our Community.” Clara, our class artist, agreed to draw the design.

---

5. I **beamed** with pride as I handed over the gift card. Mom and Mr. Pham had both been right. Everyone can do something, and together we can accomplish something great.

---

# Unit 1: Week 5

## Practice Pages

### Week 5

<b>Grammar Run-On Sentences and Fragments</b> .....	49	<b>Spelling Pretest/Posttest: r-Controlled Vowel /ûr/</b> .....	54
<b>Grammar Run-On Sentences and Fragments</b> .....	50	<b>Phonics/Spelling Word Sort</b> .....	55
<b>Grammar Mechanics</b> .....	51	<b>Spelling Word Meaning</b> .....	56
<b>Grammar Proofreading</b> .....	52	<b>Spelling Proofreading</b> .....	57
<b>Grammar Test: Run-On Sentences and Fragments</b> .....	53	<b>Phonics/Spelling Review</b> .....	58
		<b>Vocabulary Content Words</b> .....	59
		<b>Vocabulary Strategy Greek and Latin Prefixes</b> .....	60

**This Week 5 section includes pages 49, 50, 55, 56, 57, and 60 ONLY.**

Name \_\_\_\_\_

- A **sentence fragment** is a group of words that does not express a complete thought.

*Went to the park.* (missing a subject)

*Kayla is getting better, but she.* (missing a predicate)

- A **run-on sentence** joins together two or more sentences incorrectly.

*Diego wanted to see the movie it was playing down the street.*

**After each sentence, write whether it is a *sentence fragment* or a *run-on sentence*.**

1. She was born in 1945 she grew up in Maine. \_\_\_\_\_
2. Took long walks along the shore. \_\_\_\_\_
3. After moving from place to place. \_\_\_\_\_
4. She studied biology it interested her. \_\_\_\_\_
5. One of her most trusted friends. \_\_\_\_\_
6. She went to Africa she made a huge discovery. \_\_\_\_\_
7. The scientist wrote a book it was very popular. \_\_\_\_\_
8. Made a movie about her adventures. \_\_\_\_\_
9. Winning all sorts of prizes and awards. \_\_\_\_\_
10. Now she lives in Iowa, and her family. \_\_\_\_\_



**Imagine the scientist described above. In your writer's notebook, write a short fictional passage about her life in Iowa. Include simple and compound sentences. Then check your work. Did you avoid sentence fragments and run-on sentences?**

Name \_\_\_\_\_

- Correct a **sentence fragment** by adding a **subject**, a **predicate**, or both.

*Went to the park.* (fragment) We went to the park.

*Kayla is getting better, but she.* (fragment)

*Kayla is getting better, but she needs more practice.*

- You can correct a **run-on sentence** by rewriting it as two separate sentences or as one **compound** or **complex sentence**.

*Diego will see the movie it is playing down the street.* (run-on)

*Diego will see the movie. It is playing down the street.*

*Diego will see the movie, and it is playing down the street.*

*Diego will see the movie because it is playing down the street.*

After each group of words, write the strategy that would best correct each sentence error. Write *add a subject*, *add a predicate*, *add both subject and predicate*, *add a comma*, or *make a compound sentence*.

1. My new model airplane kit. \_\_\_\_\_
2. Inside the box on the kitchen table. \_\_\_\_\_
3. Found all kinds of small parts and pieces. \_\_\_\_\_
4. There were no instructions I didn't know what to do. \_\_\_\_\_
5. When Mom offered to help me I happily accepted. \_\_\_\_\_

Reading/Writing  
Connection

Read this excerpt from "Building Our Community." Underline two lines of dialogue that are fragments. Then rewrite the fragments as complete sentences.

"Great idea!" Mr. Pham said enthusiastically. "Now, if Juan can get shirts for us, we need something to put on them. Any ideas?"

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

When the vowels *e*, *i*, and *u* are followed by *r*, the sound is usually /ûr/. You will find this **r-controlled vowel** in words like *her*, *dirt*, and *fur*.

Read the following words out loud: *verb*, *winter*, *sir*, *firm*, *blur*, *turnip*. Notice how the same sound can be spelling with different vowels.

You will sometimes hear /ûr/ when an *r* follows the vowel *o* or the vowels *ea*: *worth*, *heard*.

**DECODING WORDS**

When a vowel is followed by *r*, the sounds change and the vowel and *r* stay in the same syllable. In *turnip*, the *u* is followed by an *r*. Blend the sounds, keeping /ûr/ together: /tûr/ /nîp/.

Write the spelling words that contain the matching spelling pattern.

word	surf	spurts	spur	return
nerve	lurk	lurch	learning	squirm
squirt	work	blurt	shirt	swerve
verse	stern	thirst	midterm	years

/ûr/ spelled *er*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

/ûr/ spelled *ir*

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

/ûr/ spelled *ear*

10. \_\_\_\_\_

11. \_\_\_\_\_

/ûr/ spelled *ur*

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

/ûr/ spelled *or*

19. \_\_\_\_\_

20. \_\_\_\_\_



Look through this week's readings for more words to sort. Create a word sort in your writer's notebook. Include at least two multisyllabic words. Then read each word out loud.

Name \_\_\_\_\_

word	surf	spurts	spur	return
nerve	lurk	lurch	learning	squirm
squirt	work	blurt	shirt	swerve
verse	stern	thirst	midterm	years

**A. Write the spelling word that matches each definition below.**

- a unit of speech \_\_\_\_\_
- a test \_\_\_\_\_
- clothing for the upper body  
\_\_\_\_\_
- to come back \_\_\_\_\_
- confidence \_\_\_\_\_
- serious \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

- Water shot out from the old faucet in \_\_\_\_\_.
- What is your favorite \_\_\_\_\_ in this poem?
- Juice quenches my \_\_\_\_\_ in the morning.
- I had to \_\_\_\_\_ to miss a bump in the road.
- What type of \_\_\_\_\_ does a vet's assistant do?
- The kitten will \_\_\_\_\_ if I hold it too long.
- I changed clothes on the \_\_\_\_\_ of the moment.
- The dentist may \_\_\_\_\_ water in your mouth.
- The shy boy will often \_\_\_\_\_ in the background.
- I will \_\_\_\_\_ today if the waves are high enough.
- While \_\_\_\_\_ any new skill, you must be patient.
- Don't \_\_\_\_\_ out your opinion when I am speaking!
- She \_\_\_\_\_ for ice cream in the summer.
- The old train car will \_\_\_\_\_ from side to side.



Name \_\_\_\_\_

A **prefix** is added to the beginning of a word to change its meaning. Many words in English have prefixes that come from ancient Greek and Latin. You can use the prefix as a clue to the meaning of the word.

**Read each passage from “Driverless Cars” and underline each correct word choice. Then write a definition of the word you chose.**

1. Technology has often provided new and unique products that help humans in all sorts of ways. One of the latest things that science and the (automobile, immobile, transmobile) industry are experimenting with is driverless cars.

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2. Today’s cars already are becoming much safer. Driverless cars are not a good form of (exportation, importation, transportation). We should stick to cars with drivers.

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3. The biggest benefit is that driverless cars cannot be (detracted, distracted, subtracted). They do not text or make phone calls.

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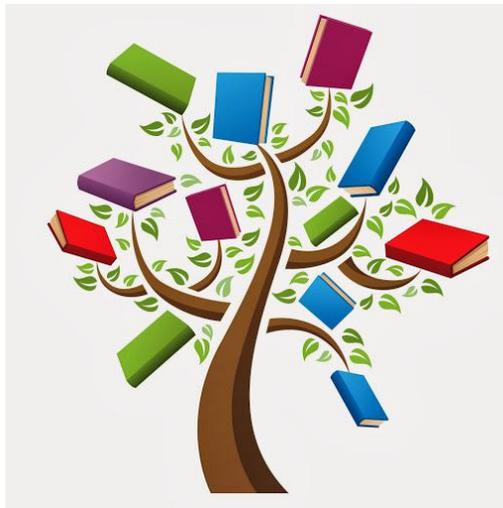


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# Unit 1: Week 6

## Literacy Project



**This Week 6 section is focused on extending student learning. During Week 6 students will extend their learning by completing a literacy project.**

<b>5th Grade Literacy Project: Digital Citizen Superhero</b>	
<b>Estimated Time</b>	70-80 Min.
<b>Grade Level Standard(s)</b>	<p><b>5.RI.KID.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5.RI.KID.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>5.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<b>Caregiver Support Option</b>	<p>Please help students read and comprehend the article</p> <p>Please edit and revise student's explanatory piece</p>
<b>Materials Needed</b>	Pencil and coloring materials
<b>Question to Explore</b>	What is a digital citizen?
<b>Student Directions</b>	<b>Please read the following article about digital citizenship, determine the main idea, answer multiple choice questions, and then create your own digital citizen superhero!</b>

### Activity 1: Determining the main idea

#### Determining Main Idea: What? And So What?

A main idea is more than a topic. To state the main idea, it's important to know what the text is about (the topic) and then to be able to say so what about it. The "so what" can be the angle, idea, or perspective that the author brings to the topic. (From *Reading Strategies* by Jennifer Serravallo)

- A. **Directions:** As you read the following passage, ask yourself the following questions: *What is the topic of the passage? What is each section mostly about? Now that identified the topic, What is the main idea of the passage? What is the author's angle or slant? Or what do I think the author is trying to say about the topic?*

Article from [Study.com](https://www.study.com)

## Digital Citizenship

Technology is everywhere, and because of that we live in a digital society. In this lesson, learn what digital citizenship means, how technology can connect you with other people, and ways that you can use technology responsibly.

### What Is Digital Citizenship?

You probably have heard that it is important to be a good citizen. So what would it mean to be a good **digital citizen**? Let's look at these words more closely. The word digital refers to any type of technology that you use. Quick! Look around your room and count the digital items you have. It's probably quite a few, right?

If you are a citizen, this means you belong to a group of people. So you could be a citizen of your classroom or your neighborhood. Being a digital citizen means you are a part of the group of people that use technology to communicate. There are rules that you need to follow when you are a digital citizen, to protect yourself and to protect others. Let's find out how you can be a good digital citizen.

### Access to the World

One of the very cool things about technology is that it can connect you with people all over the globe! You can be sitting in your living room and talking to someone in a completely different country. With tablets and laptops, you have a big world of people and information at your fingertips. While this is a great benefit of technology, it is important to follow rules of digital citizenship to stay safe.

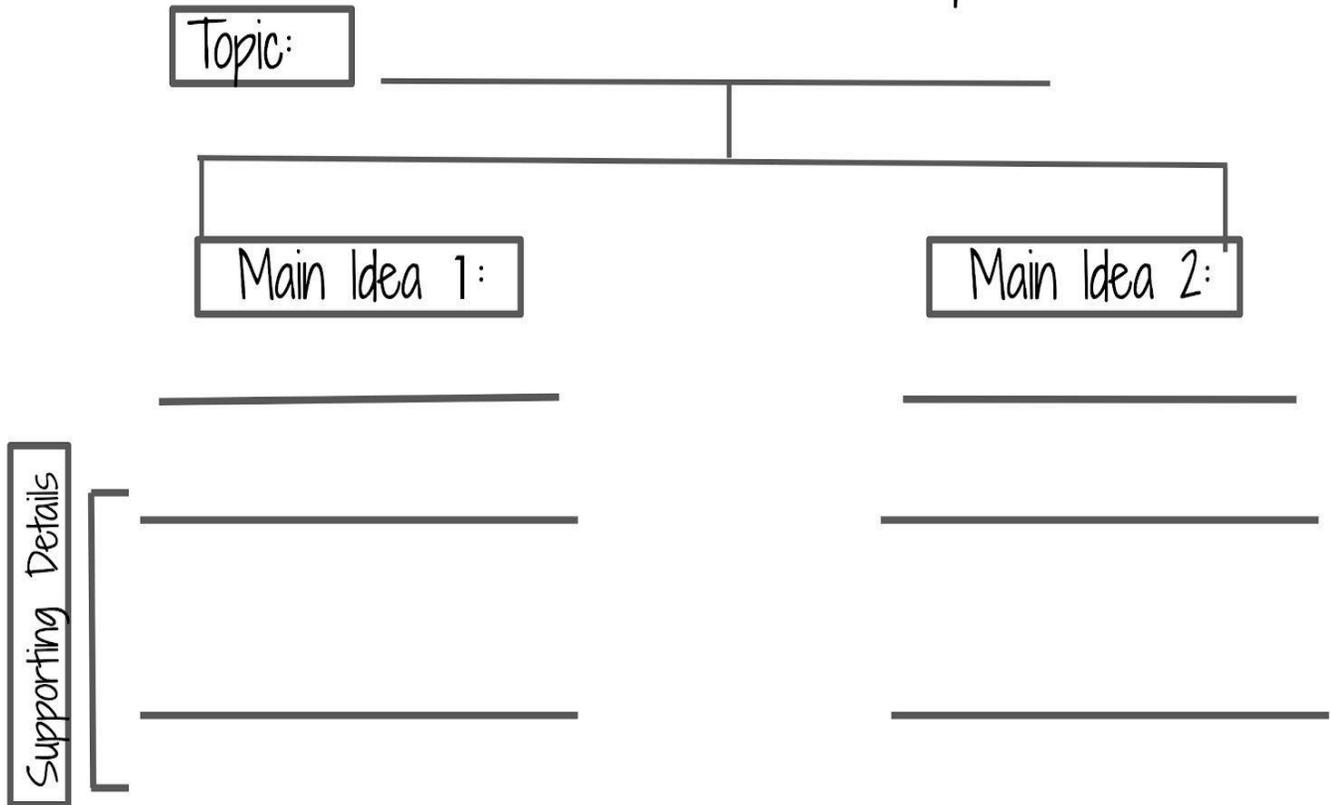
One of the best ways you can be a good digital citizen is to talk to your family about what you are allowed to do with your technology and what is off limits. They can keep you protected by limiting where you go and who you talk to when you are online. Then once you know the rules, make sure you follow them!

### Sharing Information

Are you a fan of **social media**? You know, the websites where you can be friends with others and share your pictures, ideas, and information? These sites are very popular, and they're a great way to stay connected to others when you can't hang out with them in person. If you use social media, check the settings of the website you're using and make sure that your information stays private, or only viewable by friends and family that you trust.

- B. Now that you have read the passage, think about the main idea, jot your ideas down on this mind map. The topic is "Digital Citizenship," but what is the main idea? Determine two potential main ideas and two pieces of text-evidence to support the main idea.

## Main Idea Tree Map



### Activity 2: Quoting Accurately From the Text

**A. Directions:** Strong readers are able to quote details from a text when making inferences. Using the passage "Digital Citizen," answer the following questions. It will be helpful to look back at the text.

1. In section "Access to the World", what does the author say about being a good digital citizen? Write your answer below.
2. Find a quote from the text that supports the conclusion that "technology is a good thing as long as it is used responsibly", write the evidence below.

3. Choose a sentence from the text that supports the inference that “digital citizens have a big responsibility to be role models”.
  - a. “One of the very cool things about technology is that it can connect you with people all over the globe!”
  - b. “There are rules that you need to follow when you are a digital citizen, to protect yourself and to protect others.”
  - c. “Being a digital citizen means you are a part of the group of people that use technology to communicate.”
  - d. “The word digital refers to any type of technology that you use.”

**B. Main Idea and Details:** Now that you have practiced writing main ideas and quoting accurately from the text, transfer your two main ideas from activity 1 and locate two details from the text that support each one. Then, explain how the details support the main idea.

<b>Main Idea #1:</b>	<b>Supporting Details:</b>  1.  2.
----------------------	--

<b>How do these details support the main idea?</b>
--

<b>Main Idea #2:</b>	<b>Supporting Details:</b>  1.  2.
----------------------	--

<b>How do these details support the main idea?</b>
--

### Activity 3: Create your Digital Citizen Superhero! (Adapted from [Commonsense.org](https://www.common Sense.org) )

**Directions:** You have read about what it means to be a digital citizen. You can see how important your own role might be as a digital citizen too! Digital citizens can be role models on the internet, and they may be able to help keep themselves and others safe. Look at all the important evidence you found in Activity 2 on the responsibilities of digital citizens. Imagine creating a superhero to illustrate those qualities.

Follow each step below to create a digital citizen superhero. This superhero will be an upstander that stands up for safety and respect on the internet. They can be a super digital citizen just like you! Reflect on and answer the following questions before you draw your superhero.

#### A. Step 1: Special powers

What's your superhero's name? \_\_\_\_\_

What special abilities or qualities does your superhero have that helps them be a good digital role model on the internet?

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How do these special abilities help your superhero?

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#### B. Step 2: Background story

Every superhero has to have a background story. Where does your superhero come from? How did they become a superhero?

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Why do they care most about being a role model?

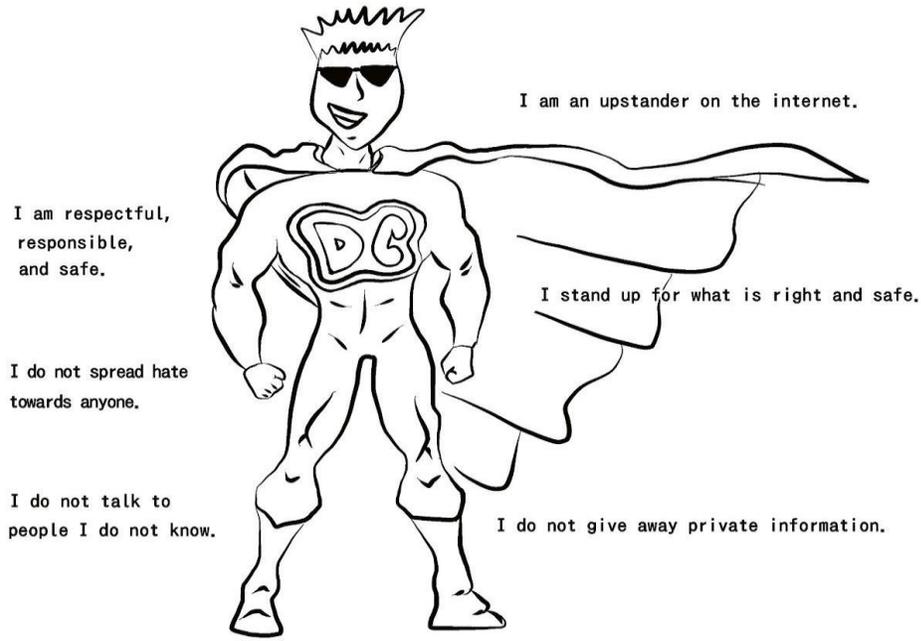
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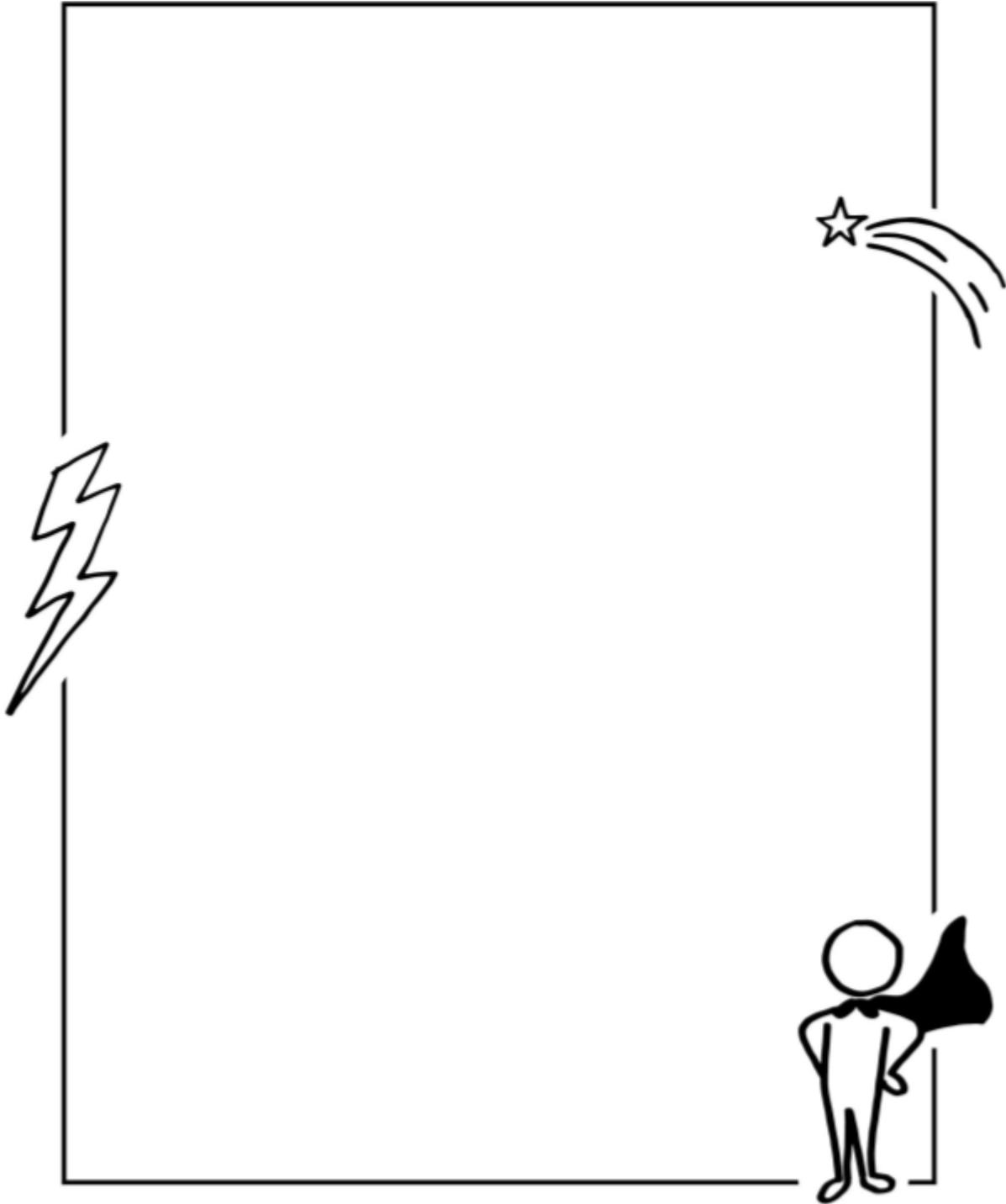
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C. **Step 3: Draw your superhero in the frame below!** What does she or he look like? What does she or he believe are the most important qualities of a super digital citizen superhero?

Example:

# Digital Citizen





#### **Activity 4: Explanatory Writing**

The primary purpose of explanatory writing is to increase the knowledge your reader has about a topic. When writing an explanatory piece, the writer answers questions of *why* or *how*.

**Directions:** Now that you are an expert on digital citizenship, you will write a piece that explains what a digital citizen is and what someone needs to do in order to become one.

Be sure to include evidence from activity 2; this will help you explain all about digital citizenship. Your piece should be 2-3 paragraphs. Use the space below to plan how your writing might go. Then, use a separate sheet of paper to write your draft, revise, edit, and re-write your final piece.

Optional: Ask someone in your home to help you during the writing process, and to revise and edit your piece in order to make sure it makes sense.

### **Cross Content Connection:**

**Math:** Estimate how many hours a day you spend on technology for school and how many hours you spend on social media. Now take that number and multiply that number and figure out how much time you spend on technology in 1 week, 1 month, and 2 months. Think about it; how can you be an even better digital citizen.

**Visual arts:** Grab a piece of paper and some coloring supplies and make a wanted poster for your superheroes! Be creative and sketch out what this superhero's squad might look like. Add reasons why these superheroes are wanted.

# Unit 2: Week 1

## Practice Pages

### Week 1

<b>Grammar</b> Common and Proper Nouns .....	61
<b>Grammar</b> Concrete and Abstract Nouns .....	62
<b>Grammar</b> Mechanics .....	63
<b>Grammar</b> Proofreading .....	64
<b>Grammar</b> Test: Kinds of Nouns .....	65
<b>Spelling</b> Pretest/Posttest: /ô/; /oi/, /ou/ .....	66
<b>Phonics/Spelling</b> Word Sort .....	67
<b>Spelling</b> Word Meaning .....	68
<b>Spelling</b> Proofreading .....	69
<b>Phonics/Spelling</b> Review .....	70
<b>Vocabulary</b> Content Words .....	71
<b>Vocabulary</b> Spiral Review .....	72

**This Week 1 section includes pages 61, 62, 67, 68, 70, and 72 ONLY.**

Name \_\_\_\_\_

- A **noun** names a person, place, thing, event, or idea. A **common noun** names any person, place, thing, or event: *professor, farm, scissors, concert*.
- A **proper noun** names a specific person, place, or thing and begins with a capital letter. Some proper nouns may contain more than one word. Days of the week, months of the year, and holidays are proper nouns.

*George Washington, Wyoming, The Library of Congress, Thursday,  
February, Fourth of July*

Read each sentence. Underline each common noun and circle each proper noun.

1. Hillside Library has many books.
2. The entrance is on Spring Street.
3. Our class visited on Tuesday.
4. Mrs. Young gave a tour of the sections.
5. My friend asked for novels by Louisa May Alcott.
6. The materials must be returned by the end of October.

Connect to  
Community

**Talk to a parent or another trusted adult about why libraries are good for your community. Then write a paragraph about why you think libraries are important. Edit your paragraph to make sure you capitalize proper nouns.**

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Name \_\_\_\_\_

- A **concrete noun** names a person, place, or thing. It is something you can see, hear, smell, taste, or feel: *fog, thunder, scent, apple, feathers*.
- An **abstract noun** is an idea or concept. You cannot see, hear, smell, taste, or feel it: *personality, bravery, childhood, birthday, future, energy*.

Read each sentence. Write whether the underlined noun is *concrete* or *abstract*.

1. The new factory will open in June. \_\_\_\_\_
2. My brother will look for a job there. \_\_\_\_\_
3. He has a good understanding of machinery. \_\_\_\_\_
4. The company makes engines for airplanes. \_\_\_\_\_
5. Our neighbor has worked for them before. \_\_\_\_\_
6. She was a manager during the construction process. \_\_\_\_\_
7. We liked to watch the tractors and cranes at the site. \_\_\_\_\_
8. The main building was finished in three months. \_\_\_\_\_

Reading/Writing  
Connection

Read this excerpt from “Creating a Nation.” Circle the abstract nouns. Can you find them all? Then, write a sentence that contains an abstract noun. After you finish, read the sentence aloud to a partner and explain why it is an abstract noun.

Jefferson knew he had to convince many colonists of the need for independence. As a result, he combined a variety of ideas to make his case. Individuals, he explained, had certain rights. These included life, liberty, and the pursuit of happiness.

Name \_\_\_\_\_

The **variant vowel /ô/** is the sound you hear in the word *dawn*. It can be spelled in different ways.

- /ô/: *lawn, pause, bought, chalk*

**Diphthongs** are gliding vowel sounds. They combine two vowel sounds into one syllable. When you say the word *boil*, you start with one vowel sound and then glide to another. /oi/ and /ou/ are two common diphthongs. They can be spelled in different ways. Read the following words out loud.

- /oi/: *soil, enjoy*
- /ou/: *account, town*

**DECODING WORDS**

The word *enjoy* has two syllables: /en/ and /joi/. In the second syllable, the letters *o* and *y* stand for the diphthong /oi/. Blend the sounds to read the word: *en/joy*.

Write the spelling words that contain the matching sound and spelling patterns. Then read each word out loud.

joint	stout	brought	douse	turmoil
foul	dawdle	bawl	clause	scrawny
coil	mouthful	fountain	sprouts	foundation
hoist	counter	sprawls	cautious	turquoise

/ô/ spelled *aw*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

/ô/ spelled *ough*

5. \_\_\_\_\_

diphthong spelled *oi*

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

/ô/ spelled *au*

11. \_\_\_\_\_

12. \_\_\_\_\_

diphthong spelled *ou*

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



Look through this week's readings for more words to sort. Include at least two multisyllabic words. Read each word out loud. Then create a word sort in your writer's notebook.

Name \_\_\_\_\_

joint	stout	brought	douse	turmoil
foul	dawdle	bawl	clause	scrawny
coil	mouthful	fountain	sprouts	foundation
hoist	counter	sprawls	cautious	turquoise

**A. Write the spelling word that matches each definition below.**

- blue gemstone \_\_\_\_\_
- to move slowly \_\_\_\_\_
- thin and bony \_\_\_\_\_
- spreads out \_\_\_\_\_
- water feature \_\_\_\_\_
- place where two parts are joined \_\_\_\_\_
- past tense of *bring* \_\_\_\_\_
- base; support \_\_\_\_\_
- quantity of food \_\_\_\_\_
- part of a written agreement \_\_\_\_\_

**B. Write the spelling word that best completes each analogy.**

- Calm* is to *peace* as *disorder* is to \_\_\_\_\_.
- Untie* is to *knot* as *straighten* is to \_\_\_\_\_.
- Table* is to *dining room* as \_\_\_\_\_ is to *kitchen*.
- Float* is to *sink* as \_\_\_\_\_ is to *drop*.
- Cold* is to *hot* as \_\_\_\_\_ is to *pleasant*.
- Chuckle* is to *laugh* as \_\_\_\_\_ is to *cry*.
- Grows* is to \_\_\_\_\_ as *droops* is to *wilts*.
- Reckless* is to \_\_\_\_\_ as *dangerous* is to *safe*.
- \_\_\_\_\_ is to *thin* as *tall* is to *short*.
- \_\_\_\_\_ is to *soak* as *watch* is to *look*.

Name \_\_\_\_\_

**Remember**

The variant vowel /ô/ can be spelled in different ways.

• /ô/: *fawn, applause, bought, talk*

The diphthongs /oi/ and /ou/ glide from one vowel sound to another. These sounds can be spelled in different ways, too. Read the following examples out loud. Listen for the glide.

• /oi/: *avoid, annoy*

• /ou/: *astound, brown*

joint	stout	brought	douse	turmoil
foul	dawdle	bawl	clause	scrawny
coil	mouthful	fountain	sprouts	foundation
hoist	counter	sprawls	cautious	turquoise

**A. Fill in the missing letters to form a spelling word. Write the spelling word on the line. Then read the words out loud. Listen to the different vowel sounds.**

- |                       |                      |
|-----------------------|----------------------|
| 1. scr ____ ny _____  | 9. spr ____ ts _____ |
| 2. d ____ dle _____   | 10. b ____ l _____   |
| 3. j ____ nt _____    | 11. h ____ st _____  |
| 4. f ____ ntain _____ | 12. st ____ t _____  |
| 5. turm ____ l _____  | 13. c ____ l _____   |
| 6. c ____ tious _____ | 14. cl ____ se _____ |
| 7. f ____ l _____     | 15. d ____ se _____  |
| 8. c ____ nter _____  |                      |

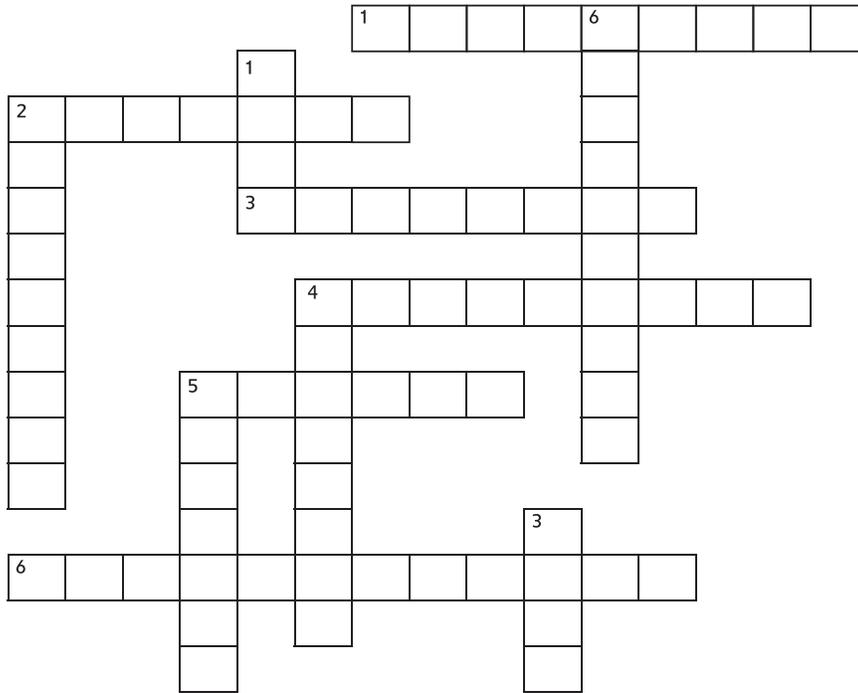
**B. Write these spelling words on the lines in reverse alphabetical order: *turquoise, foundation, brought, mouthful, sprawls.***

- |           |           |           |
|-----------|-----------|-----------|
| 16. _____ | 18. _____ | 20. _____ |
| 17. _____ | 19. _____ |           |

Name \_\_\_\_\_

Use the words in the box and the clues below to help you solve the crossword puzzle. If you get stuck, you can use a dictionary to help you.

drawbacks	reasoning	retrace	decipher
advance	data	analysis	cite
counterpoint	captivated	indicated	access



**Across**

- 1. showed a sign
- 2. to go back over
- 3. careful examination or study of something
- 4. problems or disadvantages
- 5. to get or make contact with
- 6. opposing, or disagreeing, point of view

**Down**

- 1. facts, figures, and other kinds of information
- 2. the ability to think in a logical way
- 3. mention as proof or evidence
- 4. to figure out something that is difficult to understand
- 5. to move forward or make progress
- 6. influenced by charm, art, or skill

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# Unit 2: Week 2

## Practice Pages

### Week 2

<b>Grammar Singular and Plural Nouns</b> .....	73
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<b>Grammar Mechanics</b> .....	75
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**This Week 2 section includes pages 73, 74, 79, 80, 83, and 84 ONLY.**

Name \_\_\_\_\_

- A **singular noun** names one person, place, idea, or thing.
- A **plural noun** names more than one person, place, idea, or thing. Most plural nouns are formed by adding *-s* or *-es*: *song, songs; inch, inches*.
- A noun can function in a sentence as a subject, a direct object of an action verb, or an object of a preposition.

*My parents walked the dog around the neighborhood.*

**Read each sentence. Draw one line under each singular noun. Draw two lines under each plural noun.**

1. The campers told stories around the campfire.
2. Bright sparks drifted up into the sky.
3. The wind blew through the branches of the trees.
4. A full moon peeked above the top of the mountain.
5. The first story was about two boys on a raft.
6. My friend told a tale about knights and dragons.
7. Two girls spoke about training horses on a ranch.
8. The counselors added more logs to the flames.
9. Another hour passed before the fire went out.
10. The campers headed back to the cabins beside the lake.



**Use the sentences as a model. In your writer's notebook, write about a place you visited. Draw one line under each singular noun and two lines under each plural noun. Can you figure out the function of each noun? Is it a subject, a direct object of an action verb, or an object of a preposition? Discuss with a partner.**

Name \_\_\_\_\_

- Add *-es* to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.  
*bus, buses; wish, wishes; lunch, lunches; box, boxes*
- To form the plural of nouns ending in a consonant and the letter *y*, change the *y* to *i* and add *-es*: *reply, replies*.
- To form the plural of nouns ending in a vowel and *y*, add *-s*: *key, keys*.

Complete each sentence by writing the plural form of each noun in parentheses.

1. My father worked at two different (ranch) last year. \_\_\_\_\_
2. One had many cattle, horses, and (donkey). \_\_\_\_\_
3. I spent several (day) working with him. \_\_\_\_\_
4. We saw two baby (fox) playing in a field. \_\_\_\_\_
5. They disappeared into the (bush) after a while. \_\_\_\_\_
6. Both of my dad's (boss) watched the weather. \_\_\_\_\_
7. There were some snow (flurry) early one morning. \_\_\_\_\_
8. The tree (branch) were laced with white. \_\_\_\_\_

Reading/Writing  
Connection

Read this excerpt from "Wordsmiths." Some of the nouns are underlined. Write the plural form of each underlined noun on the lines below.

Wheatley is remembered as the first African American to publish a collection of poetry. She also wrote and sent a poem to General George Washington in 1775 that praised him for his success. His response to her shows how highly regarded Wheatley was.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- Most nouns are made plural by adding *-s* to the end of the word, as in ***rocks***.
- Words that end in *-sh*, *-ch*, *-s*, *-ss*, or *-x* are made plural by adding *-es* to the end of the word, as in ***dishes***, ***inches***, ***losses***, and ***foxes***. Adding *-es* also adds an extra syllable. Read the words out loud.
- Words that end with a consonant + *y* are usually made plural by changing *y* to *i* and adding *-es*, as in ***libraries*** and ***duties***.
- Words that end with a vowel + *y* are made plural by adding *-s*, as in ***essays*** and ***bays***.

**RULE REVIEW**

- If a noun ends in a vowel and *o*, add *-s*: ***radios***, ***zoos***. If a noun ends in a consonant and *o*, add *-s* or *-es*: ***pianos***, ***tomatoes***.
- Some nouns, such as *scissors* and *clothes*, are always plural.

Write the spelling words that contain the matching spelling patterns.

rattlers	potatoes	surroundings	abilities	possibilities
fangs	rodeos	beliefs	lashes	notches
countries	taxes	difficulties	identities	zeroes
liberties	reptiles	batches	losses	eddies

form the plural by  
adding *-s*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

form the plural by  
adding *-es*

- \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

form the plural by  
changing *y* to *i* and  
adding *-es*

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

when used as a noun, this  
word is always plural

20. \_\_\_\_\_



Look through this week's readings for more plurals to sort.  
Create a word sort for a partner in your writer's notebook.

Name \_\_\_\_\_

rattlers	potatoes	surroundings	abilities	possibilities
fangs	rodeos	beliefs	lashes	notches
countries	taxes	difficulties	identities	zeroes
liberties	reptiles	batches	losses	eddies

**A. Write the spelling word that matches each definition below.**

- small whirls \_\_\_\_\_
- snake teeth \_\_\_\_\_
- rattlesnakes \_\_\_\_\_
- defeats; failures \_\_\_\_\_
- freedoms \_\_\_\_\_
- skills; talents \_\_\_\_\_
- bunches or groups \_\_\_\_\_
- eyelid hairs \_\_\_\_\_
- nations \_\_\_\_\_
- accepted truths \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

- The cook put \_\_\_\_\_ and carrots in the stew.
- Are crocodiles and alligators \_\_\_\_\_?
- Many \_\_\_\_\_ have riding and roping events.
- The travelers were happy in their new \_\_\_\_\_.
- Our \_\_\_\_\_ will be used to build new schools.
- The numeral *100* has two \_\_\_\_\_.
- He searched the paper for job \_\_\_\_\_.
- You can use an ax to put \_\_\_\_\_ in a log.
- The clever criminal had many different \_\_\_\_\_.
- Pioneers faced many \_\_\_\_\_ in the wilderness.

Name \_\_\_\_\_

A **dictionary** lists words in alphabetical order. You use a dictionary to look up the meaning, or denotation, of an unfamiliar word. A **glossary** lists words and definitions related to a specific text or subject. You can find glossaries in the back of textbooks or other nonfiction books, or online.

- The **guide words** show the first and last words on the page. Words on the page appear alphabetically between guide words.
- The **entry words** show the spelling and syllables.
- The **pronunciation** of each word is shown in parentheses. **Syllabication** separates syllables by bullets and shows how many syllables a word has.
- The word's **origin**, such as the language it comes from, is often shown.

**practical • praise**

**prac-ti-cal** (prak'ti kəl) *adjective* **1.** relating to experience: *Will I learn any **practical** knowledge in this class?* **2.** showing good judgment or sense: *Let's be **practical** and wait until it's on sale.* [Late Latin *practicus* relating to action.]

**prac-tice** (prak'tis) *noun* **1.** repeated performance or exercise of an action in order to attain knowledge or skill: *The musician finds time for **practice** every day.* **Syn.** drill. **2.** the usual way of doing something. **Syn.** routine.

**praise** (prāz) *noun* **1.** the expression of approval. *verb* **1.** to express approval. *The teacher **praised** the student's work.* [Old French *preisier* "to price, value," going back to late Latin *pretium* price.]

**3.** a professional business, especially of a doctor or lawyer: *The lawyer ran a successful **practice**.* [Old French *practiser* "to do often, exercise," going back to late Latin *practicus*.]

**prai-rie** (prâr'ē) *noun*. a large, treeless grassland. [French *prairie* "meadow," going back to Latin *prātum*.]

Use the dictionary entry and context clues to figure out the meaning of each word in bold. Write the meaning, part of speech, and word origin on the lines.

1. It is standard **practice** for the company to offer refunds to unhappy customers.  
\_\_\_\_\_
2. Rosa had a successful business, but she was **practical** about spending money.  
\_\_\_\_\_

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Read each dictionary entry aloud with a partner. Sound out each word carefully. How many syllables are in each word? How do you know?

Name \_\_\_\_\_

Read each passage from “Secret Help from Spain.” Underline context clues that help you figure out the meaning of each word in bold. Then write a new sentence using the bold word.

1. They were aristocrats who served kings. **Aristocrats**, or nobles, are people born into high social positions.

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2. Floridablanca continued with bayonets, shoes, and blankets. Spain also provided the colonists with **funds**, or money, from its national treasury.

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3. **Obtaining**, or getting, loans from Spanish banks was made easy for the Americans. Repayment was also made easy when the colonial governments had difficulty doing so.

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4. At a minimum, the Spanish government under Grimaldi and Floridablanca provided the American patriots with many hundred thousand dollars’ worth of weapons, clothing, and other materials. All was with the king’s approval. Nearly the same amount was offered in **currency**, or money, for the Americans to use as they wished.

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# Unit 2: Week 3

## Practice Pages

### Week 3

<b>Grammar</b> More Plural Nouns and Collective Nouns .....	85
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<b>Vocabulary</b> Spiral Review .....	96

**This Week 3 section includes pages 85, 87, 91, 92, 93, and 96 ONLY.**

Name \_\_\_\_\_

- To form the plural of some nouns ending in *f* or *fe*, change the *f* to *v* and add *-es*: *leaf, leaves*.
- To form the plural of nouns ending in a vowel followed by *o*, add *-s*: *videos*. To form the plural of nouns ending in a consonant followed by *o*, add *-s* or *-es*: *pianos, potatoes*.
- Some nouns name a group. These nouns are called **collective nouns**. A collective noun can be either singular or plural. Usually a collective noun has a singular verb because it refers to a group as a whole.

*My basketball team is the second best in the state.*

**A. Complete each sentence by writing the plural form of each noun in parentheses.**

1. The (hoof) of the horses struck the stone roads. \_\_\_\_\_
2. People heard the (echo) from far away. \_\_\_\_\_
3. Had the (hero) returned from their journey? \_\_\_\_\_
4. They had risked their (life) to defend the town. \_\_\_\_\_

**B. Read each sentence. Underline each collective noun.**

5. Our family camps at Bright Lake every year.
6. We swam through a school of tiny fish.
7. A flock of ducks had built their nests nearby.
8. My sister ran away from a swarm of biting flies.



Write a short passage in your writer's notebook about a performance or presentation at school. Use the following collective nouns: *class*, *audience*, and *group*. Underline these collective nouns and any others that you include. Edit and proofread your work.

Name \_\_\_\_\_

- Some nouns have special plural forms that do not end in -s or -es.
- Some nouns stay the same whether they are singular or plural.
- **Appositives** tell more about the nouns they follow. Use commas within a sentence to set off many appositives: *The photographer's camera, the newest on the market, broke after one month.*

**Rewrite each sentence correctly by using the correct plural forms or adding commas where they belong.**

1. Our town Grantsville will host this year's summer celebration.

\_\_\_\_\_

2. The mayor has asked our school's childs to help.

\_\_\_\_\_

3. Mrs. Munson the principal had many great idea.

\_\_\_\_\_

4. We will have a parade on Founder's Day the first Saturday in June.

\_\_\_\_\_

Reading/Writing  
Connection

**Read this excerpt from "The Magical Lost Brocade." Rewrite one sentence to include an appositive. You can use your imagination to add new information.**

Next, Ping approached the Mountain of the Sun. He rode up the steep mountain grasping the reins for dear life! Finally, he reached the top and dismounted at the palace door.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

The inflectional endings *-ed* and *-ing* change the verb tense. *-ed*: happened; *-ing*: happening now

- When a base word ends with a consonant and *e*, drop the *e* and add *-ed* or *-ing*: **raked**, **raking** (*rake*).
- When a base word ends with a vowel and a consonant, double the final consonant before adding *-ed* or *-ing*: **gripped**, **gripping** (*grip*).
- When a word ends in *y*, change the *y* to *i* before adding *-ed*: **fried** (*fry*).

**SPELLING TIP**

Adding *-ed* or *-ing* to some base words does not change the base word: **wished**, **wishing** (*wish*).

Write the spelling words that contain the matching spelling patterns. Then read each word out loud.

jogging	amusing	referred	relied	threatening
dripping	easing	injured	renewing	gnarled
skimmed	regretted	deserved	complicated	envied
accepted	forbidding	applied	qualified	fascinated

add *-ed* without a spelling change

1. \_\_\_\_\_

2. \_\_\_\_\_

add *-ing* without a spelling change

3. \_\_\_\_\_

4. \_\_\_\_\_

drop final *e* and add *-ed*

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

double final consonant and add *-ed*

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

change *y* to *i* and add *-ed*

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

drop final *e* and add *-ing*

16. \_\_\_\_\_

17. \_\_\_\_\_

double final consonant and add *-ing*

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

Name \_\_\_\_\_

jogging	amusing	referred	relied	threatening
dripping	easing	injured	renewing	gnarled
skimmed	regretted	deserved	complicated	envied
accepted	forbidding	applied	qualified	fascinated

**A. Write the spelling word that has the same, or almost the same, meaning.**

- entertaining \_\_\_\_\_
- twisted \_\_\_\_\_
- scanned \_\_\_\_\_
- disallowing \_\_\_\_\_
- amazed \_\_\_\_\_
- dribbling \_\_\_\_\_
- sliding \_\_\_\_\_
- depended \_\_\_\_\_
- suitable \_\_\_\_\_
- hostile \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

- The boy was \_\_\_\_\_ when he fell off his bike.
- Rick stays in shape by \_\_\_\_\_ every day.
- The confusing game has \_\_\_\_\_ rules.
- I \_\_\_\_\_ lending my jacket to a careless friend.
- Kendra filled out several forms when she \_\_\_\_\_ for a job.
- I \_\_\_\_\_ her talent for learning new languages.
- He thanked his supporters when he \_\_\_\_\_ the award.
- Amy is now \_\_\_\_\_ all her library books online.
- He worked hard and \_\_\_\_\_ the raise.
- Marta \_\_\_\_\_ to an encyclopedia for information.

Name \_\_\_\_\_

**Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.**

The room was filling up. Some of the best scientists in the world were easeing into their seats. Dr. Lee skimed his notes one last time to make sure he was ready. Was he qualified to speak in front of these men and women? Yes, he thought he was.

Dr. Lee opened his talk with an amussing story. It relaxed him, even though it didn't get a big laugh. Then he began to present his ideas to the group. He refered to studies that had been done, as well as his own experiments. Within minutes, the audience was fascinateed.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**Writing Connection**

**Write about a time when you or someone you know had to do something challenging. Use at least four spelling words in your writing. Edit and proofread your work using the spelling rules for adding inflectional endings.**

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Name \_\_\_\_\_

Read the clues. Complete the puzzle with your vocabulary words. Use the letters in the boxes to solve the riddle. Use a dictionary if you need help.

spectacular	situation	debate	debris
risk	representatives	union	scarce
convention	resolve	committees	proposal

- difficult to get or find \_\_\_\_\_
- to settle, explain, or solve \_\_\_\_\_
- something formed by joining two or more together \_\_\_\_\_
- plan or suggestion \_\_\_\_\_
- formal meeting for a special purpose \_\_\_\_\_
- chance of loss or harm \_\_\_\_\_
- condition or state of affairs \_\_\_\_\_
- people chosen to speak or act for others \_\_\_\_\_
- groups of people chosen to do certain work \_\_\_\_\_
- to argue or discuss \_\_\_\_\_
- unusual and impressive \_\_\_\_\_
- scattered remains of something \_\_\_\_\_

**Australia is the only continent in the world that does not have:**

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