



FIRE

Foundational Instruction for Reading Excellence (for all students)



Unit 1

Student Activity Book • Grade 5 •



LESSON 1

SPELLING PRACTICE

Directions: Underline the part of the word that says /sh/. Pay attention to its placement within the word. Then, select three words containing the /sh/ sound from the word bank and write a complete sentence.

The lotion that my mom used smelled like flowers.

The physician was very efficient during the eye exam session.

Being a magician takes a special talent.

The technician works at the station.

We had a class discussion about the book.

Word Bank:

potion, magician, discussion, efficient, correction, mission, special, action, nutritious, delicious, lotion, direction, spacious, disruption, prediction, reflection, instruction

1. _____

2. _____

3. _____



LESSON 2

PREFIXES

Directions: Complete the missing information on each chart.

Sample completed chart:

	prefix	base word	new word
	fore	cast	forecast
meaning	<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> before </div> front superior	to bring light to something (predict)	to bring light to something that might happen in the future

Complete the missing information on each chart.

	prefix	base word	new word
	fore	warn	
meaning (circle)	before front superior		

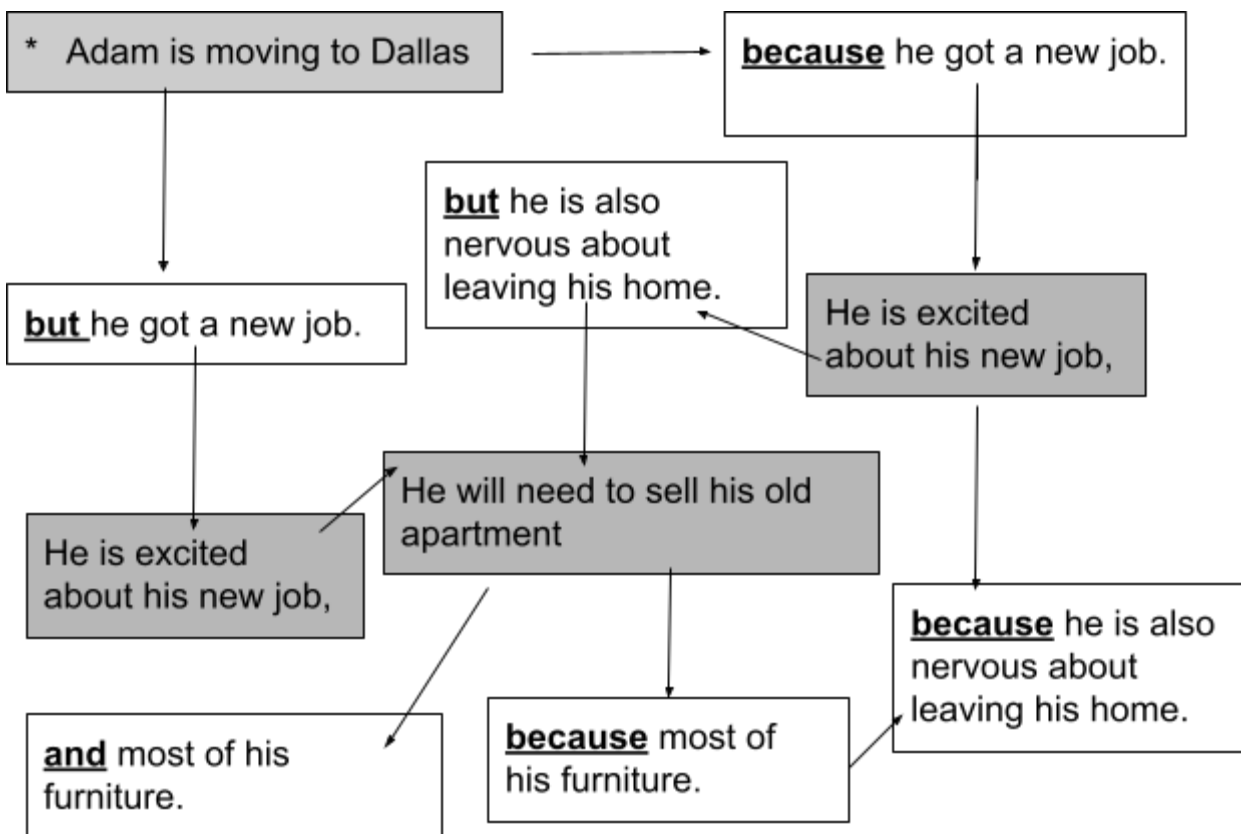
	prefix	base word	new word
	fore	head	
meaning (circle)	before front superior		



LESSON 3

CONJUNCTIONS

Directions: Read the story below. Start at the box with the * in the top left. Choose the white box that uses the correct conjunction to complete the sentence. Using a crayon, color in the correct box to finish the maze.

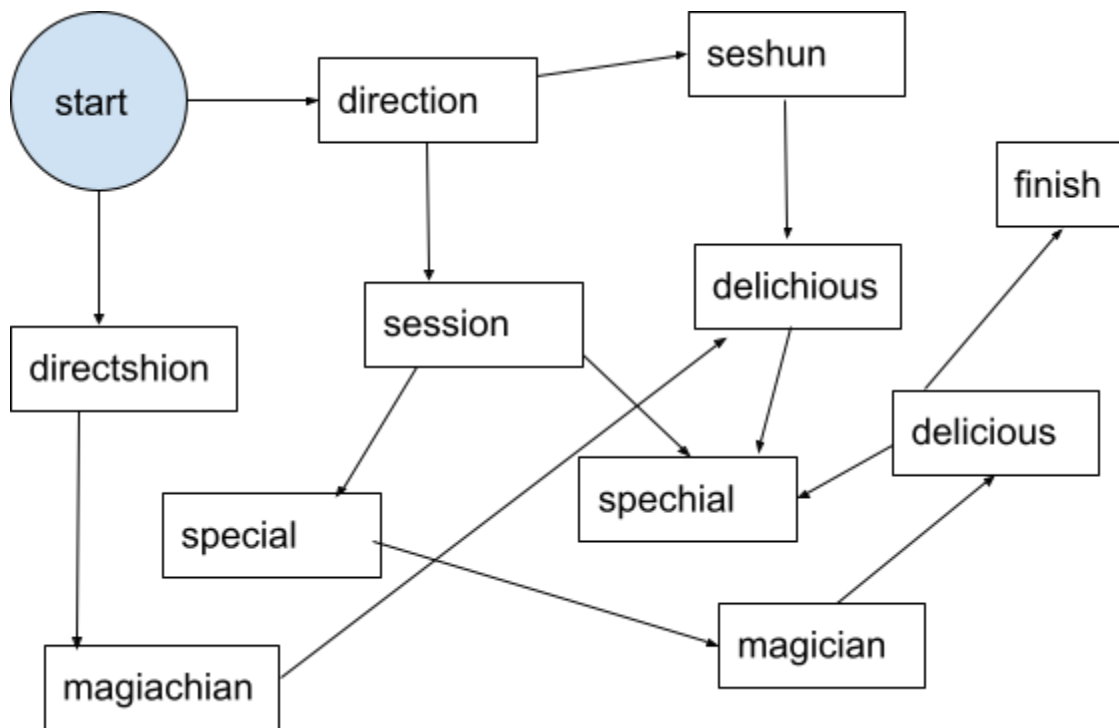




LESSON 4

SPELLING

Directions: Follow the arrows, read each word choice, and color the word that is spelled correctly. Continue until you read the word “finish”.



Write a complete sentence using one of the correctly spelled words.



LESSON 5

PREFIXES

Directions: Read each sentence. Break apart the underlined word. Determine the meaning of the word used in the sentence.

1. Anthony had the foresight to pack medicine for his trip.

Break the word foresight: _____
(prefix) (base)

The word foresight means:

- When you can see far away without glasses
- Having good vision
- To see something as a possibility or necessity before it happens

2. The author wrote a foreword in his book before the start of chapter 1.

Break the word foreword: _____
(prefix) (base)

The word foreword means:

- The words in a book
- A note in the front of the book before the book begins
- Four words to tell about chapter 1

3. Her forehead was sunburned from being outside for too long.

Break the word forehead: _____
(prefix) (base)

The word forehead means:

- the front part of a person's head
- The back of a person's head that is outside too long
- To have a bad sunburn



LESSON 6

CONJUNCTIONS

Directions: Form a complete sentence using the words given and one conjunction (and, but, because).

Kyle, ran, field

Sammy, points, team won

Phillip, sing, shy



LESSON 7

SPELLING

Directions: Use 'ti', 'ci', or 'si' to correctly spell the words below.

1. donate= dona on
2. direct= direc on
3. except= excep on
4. space= spa ous
5. success= succes on
6. celebrate= celebra on
7. vacate= vaca on

If a word ends in /d/ you use -sion.

8. apprehend= apprehen
9. suspend= suspen
10. extend= exten



LESSON 8

SUFFIXES

Directions: Read each definition in the box on the left. Circle the word that matches the definition.

The result of someone providing you with amusement or enjoyment

entertainment

assignment

The action of giving someone money

enjoyment

payment

The act of someone showing that they notice or recognize someone or something

acknowledgement

development

The result of someone or something growing; the result of something starting to exist

assignment

development



LESSON 9

SUFFIXES

Directions: Read the passage below. Then complete the missing information on the chart.

Warren's boss asked him to develop a plan for a new building. Warren is excited about this new project. He is hoping that his work does not disappoint his boss. If his boss likes the project, he will pay him a lot of money.

	Change the underlined word to a noun by adding the suffix -ment	What is the meaning of the new word? (the result of, the act of)
Warren's boss asked him to <u>develop</u> a plan for a new building.	development	The result of something that was developed or started
Warren is <u>excited</u> about this new project.	_____	The result of _____ _____
He is hoping that his work does not <u>disappoint</u> his boss.	_____	_____ _____ _____
If his boss likes the project, he will <u>pay</u> him a lot of money.	_____	_____ _____ _____



LESSON 10

CONJUNCTIONS

Directions: Read each story below. Circle the correct conjunction to complete each sentence.

1. Deja is baking a cake to celebrate her brother's basketball team (but, because, and) they won their playoff game. She will surprise her brother with the cake (but, because, and) his favorite ice cream. Deja will invite the basketball team, (but, because, and) she will not be able to invite other friends that are not on the team. She is hoping that her brother will be happy (but, because, and) that he will notice how proud she is of him.
2. Ryan got an F on his last math test (but, because, and) he did not study. His mom took away his games (but, because, and) she is making him study on the weekends. He is not happy about this punishment, (but, because, and) he understands that it is a fair consequence.
3. Sasha started a new job working at the snowball stand. She was excited about this job (but, because, and) the workers can eat one free snowball a day. She is in charge of taking orders at the window (but, because, and) collecting the money. She enjoys her job, (but, because, and) sometimes she gets tired from working so much.



LESSON 11

INTERJECTIONS

Directions: Complete the chart by identifying the interjection in the sentence and then describing what feeling the interjection is expressing.

	What is the interjection in the sentence?	What feeling is the interjection expressing?
Oops, there goes my lunch.		
Oh, what a beautiful house!		
Whoa! Look at that shiny car!		
Ouch! My thumb!		



LESSON 12

TENSES

Directions: Use this chart to help you with the activity below.

Past Perfect In the past before another action	had	Theo <u>had called</u> before the delivery was made	When? Before the delivery was made.
Present Perfect Began in the past and continues in the present	have, has	Grandma <u>has cooked</u> spaghetti all of her life.	When? All of her life and continues to in the present
Future Perfect Action or condition in the future that will occur	will have	Dan <u>will have eaten</u> a whole pack of cookies by tomorrow.	When? By tomorrow

Directions: Underline the verb. On the blank, write the tense of the verb.

1. David has won 7 basketball games so far this year. present perfect
2. The waitress had taken our order before the other tables. _____
3. By tomorrow, I will have finished my assignment. _____

Directions: Reorganize this sentence to make it make sense. Write the correct sentence on the line. Remember to put a period at the end of your sentence.

30	years	Sam	worked	will	by	have	the	summer
----	-------	-----	--------	------	----	------	-----	--------



LESSON 13

TENSES

Directions: Read the following sentence and determine if it is correct or if it needs to be corrected. If it is incorrect, rewrite the sentence correctly on the line. If it is correct, write “none” on the line. Be sure to pay attention to the tense for each sentence.

Past tense:

1. Steve is going to basketball practice.

Correction: Steve went to basketball practice.

Present tense:

2. Robin is painting her nails for the party.

Correction: _____

Future tense:

3. Paul bought a big, brown dog.

Correction: _____

Directions: Read each of the following sentences. Circle the word that is incorrect and write the correct word above it.

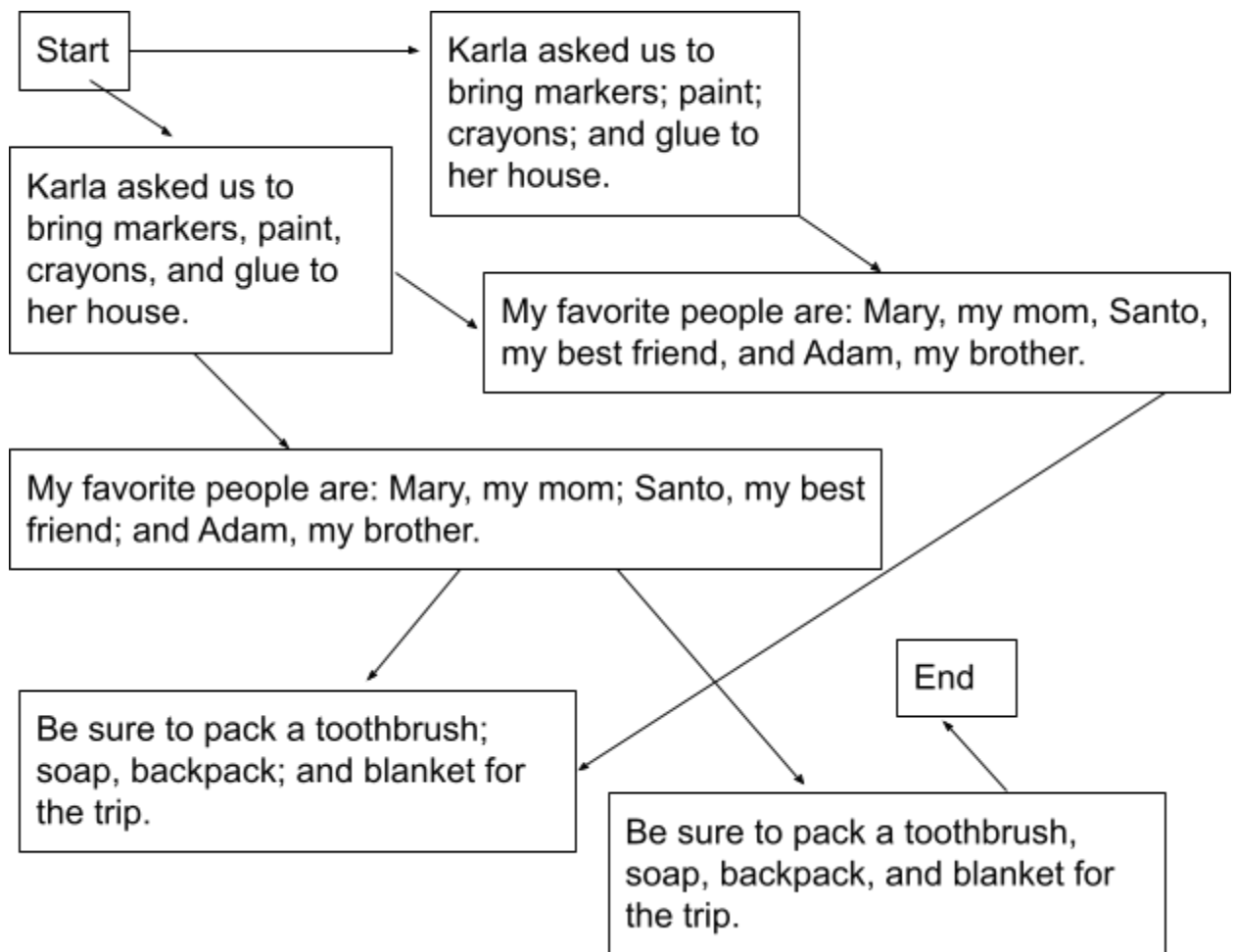
4. After they watch the movie, they ordered pizza.
5. Catherine eat the last piece of candy.
6. If they win this game, they were named the champions.



LESSON 14

PUNCTUATION

Directions: Begin at the Start box and follow the arrows. Read each sentence choice carefully and color the one that uses commas and semicolons correctly.





LESSON 15

TENSES

Directions: Refer to this chart for the activity below.

Past In the past before another action	had	Theo <u>had called</u> before the delivery was made	When? Before the delivery was made.
Present Began in the past and continues in the present	have, has	Grandma <u>has cooked</u> spaghetti all of her life.	When? All of her life and continues to in the present
Future Action or condition in the future that will occur	will have	Dan <u>will have eaten</u> a whole pack of cookies by tomorrow.	When? By tomorrow

Review:

1. Vicky has lived here all of her life. *This sentence is in present perfect tense because it happened in the past, but continues to happen in the present. Vicky has lived here in the past, and Vicky continues to live here in the present.*
2. Entergy had restored the power before it got dark. *This sentence is in past perfect tense because it happened in the past, before something else.*

Practice:

3. The tiger (had, has, have, will) lived in the Audubon Zoo all of his life.
4. We (had, has, have, will) worked for over one hour on a math problem.
5. The girl (had, has, have, will) cleaned the whole house before her friends came over.
6. Phil (had, has, have, will have left) by the time Ann arrives.



LESSON 16

TENSES

Directions: Choose 3 different crayons.

Color each past tense verb _____. (student chooses a color)

Color each present tense verb _____ (student chooses a color)

Color each future tense verb _____. (student chooses a color)

bought	wrote	eating	writing
coloring	studying	will color	cooked
will cook	ate	will write	will buy
colored	will eat	cooking	studied



LESSON 17

PUNCTUATION

Directions: Read each sentence. Place commas and/or semicolons where they belong.

1. You will need meat cheese tortillas and lettuce to make tacos for dinner.
2. The coach will bring water oranges chips and popsicles to the game.
3. I will invite 3 people to my party: Gavin my neighbor Liam my best friend and Joseph my cousin.
4. I have 3 things for homework tonight: Math numbers 1-5 Reading page 12 and Science read page 35.
5. Before I leave for the party I have to water the plants fold the laundry and clean my room.
6. Kassidy is a good friend because she is nice she always takes up for people and she never lies.



LESSON 18

PUNCTUATION

Directions: Read each sentence and put a comma after each introductory element.

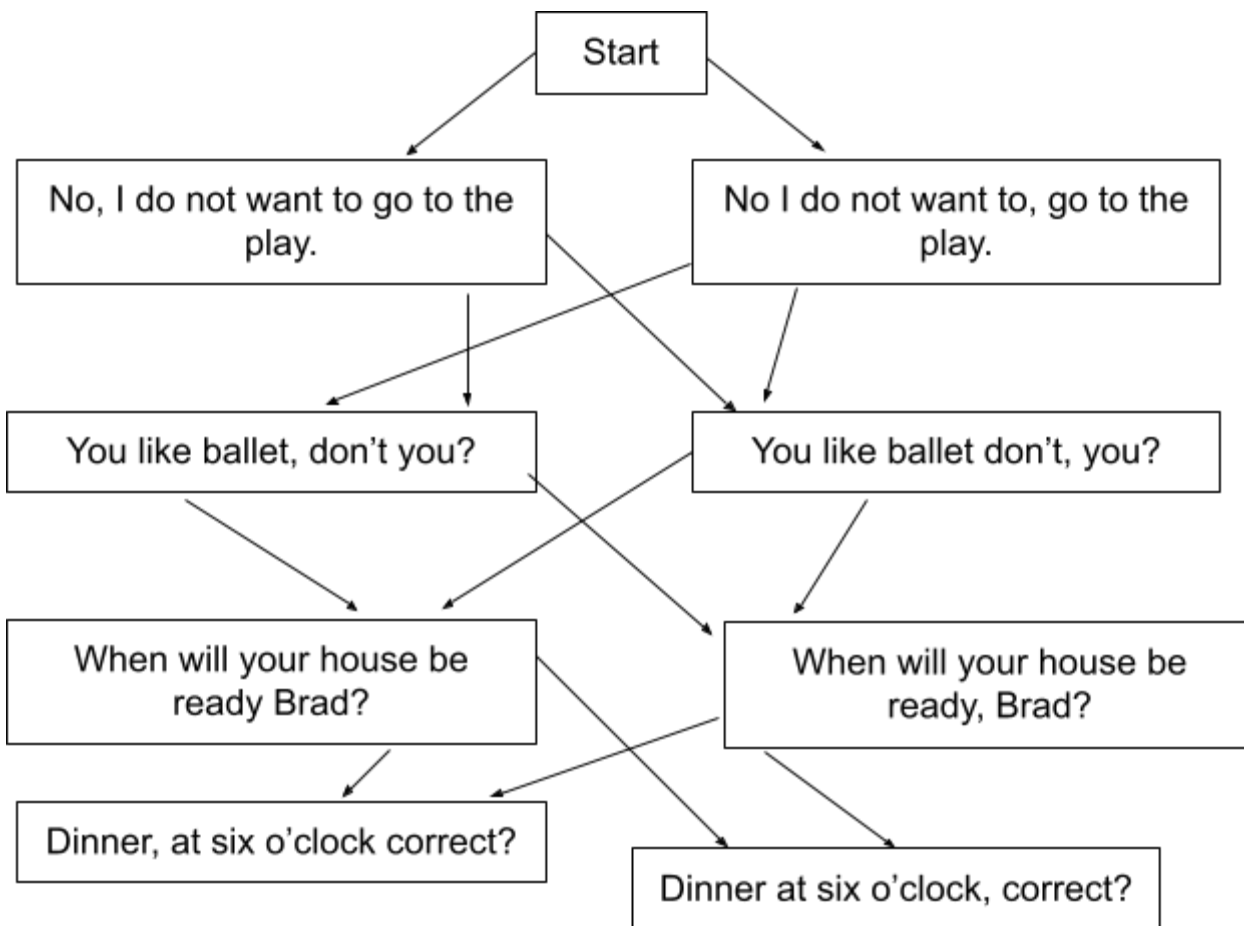
1. If you don't feel like going you can stay home.
2. To stay in shape for the Olympics you must train 2 times a day.
3. Nervously I walked up onto the stage.
4. In addition you will have to clean the cafeteria.
5. To be honest your paper needs more details to make it interesting
6. Seriously you should eat 4 servings of vegetables a day.



LESSON 19

PUNCTUATION

Directions: Start at the “Start” box. Read each sentence choice carefully and color the correct boxes to get to the end of the maze.





LESSON 20

TENSES

Directions: Read each sentence. Color the box if it is correct. If necessary, make corrections to the verb by drawing a line through the incorrect word and writing the correct word above it.

Sophia will attend science night at school.

Mr. Robert is washed his car this afternoon.

Joey creating a new app that is now worth a lot of money.

The doctor prescribed cough medicine for my brother.

Zach is building a swing to give his grandmother for her birthday.

The secretary will announce the winner yesterday.



LESSON 21

PUNCTUATION

Directions: In each table below, there are three items listed in the left column. In the right column is how those items can be connected. Write a sentence with those three items using the correct punctuation: either a comma or a semicolon.

1.

beads	Mardi Gras
king cake	
parades	

2.

brush your teeth	part of a morning routine
wash your face	
make your bed	



LESSON 22

CORRELATIVE CONJUNCTIONS

Directions: Choose the correct set of correlative conjunctions from the choices below that best fits each sentence. Write the correlative conjunctions in the blanks. Some choices can be used more than once.

both/and	either/or	neither/nor
not only/but also	whether/or	

1. I would like to have _____ peanut butter _____ syrup on my waffles.
2. _____ Mercury _____ Venus can be inhabited by human beings, but Earth can.
3. Mr. O'Malley and Ms. Jones discussed _____ the math test _____ the science quiz should be given on Wednesday.
4. My favorite animals at the zoo are _____ the lions _____ the giraffes.
5. I found _____ my homework _____ my textbooks inside my schoolbag.
6. Hannah will eat _____ spaghetti _____ pizza because she doesn't like tomato sauce.
7. I have been _____ rock climbing _____ skydiving!



LESSON 23

PUNCTUATION

Directions: Read each sentence. Determine whether the comma is in the correct or incorrect place. If the comma is written in the correct place, write “correct” on the line. If the comma is written in the incorrect place, rewrite the sentence so that the comma is in the correct place.

1. At the history museum, the students on the field trip learned about César Chavez.

2. On his birthday Patrick got, a new scooter from his grandparents.

3. If I were a teacher, I would never assign homework.

4. While at the lake I saw a fish jump, out of the water.



LESSON 24

PUNCTUATION

Directions: There are directions written below. Read each direction and write your response on the lines provided. Be sure to use commas in the correct places.

1. Write a sentence or question to your friend addressing him/her by name.

2. Answer this question using yes or no to begin your sentence:

Do you like snoballs?

3. Write a question using one of the following question tags:

... isn't it?

... can't you?

... shouldn't you?



LESSON 25

PUNCTUATING TITLES

Directions: Use two different colors. Use one color to color the boxes of titles that are written correctly. Use the other color to color the boxes of titles that are written incorrectly. Rewrite the incorrect titles correctly in the space provided at the bottom of the chart.

A movie titled <i>Toy Story</i>	The newspaper titled "New York Times"	A short story titled "Red Riding Hood"
A book titled "Goodnight Moon"	A play titled <i>Wicked</i>	A TV show titled <i>Big City Greens</i>
A poem titled <i>And Still I Rise</i>	A song titled "Shake It Off"	A book titled <i>Diary of a Wimpy Kid</i>

1. _____
2. _____
3. _____
4. _____



LESSON 26

EXPANDING SENTENCES

Directions: Read each simple sentence written below. Use the question words found in the box below to expand the sentence to make the sentence more detailed.

Who/What	When	Where
How	Why	

1. I washed the car.

2. Charlie broke his arm.

3. The boy cried.

4. The rabbit ran.



LESSON 27

COMBINING SENTENCES

Directions: Read each of the sentences in the box. Read through each answer choice, and think about the **best** way to combine the sentences. Circle the correct answer choice.

1.

- I will eat a hamburger topped with cheese.
- I will not eat a plain hamburger.

- a. I will eat a hamburger topped with cheese, and I will not eat a plain hamburger.
- b. I will eat a hamburger topped with cheese, but I will not eat a plain hamburger.
- c. When I will eat a hamburger topped with cheese, I will not eat a plain hamburger.

2.

- The bread in the pantry has expired.
- Some of the chips in the pantry have expired.

- a. The bread and some of the chips in the pantry have expired.
- b. The bread in the pantry has expired, and some of the chips in the pantry have expired.
- c. Because the bread in the pantry has expired, some have the chips have expired.

3.

- My cousins and I accidentally missed the bus.
- My grandma had to leave work to pick us up and take us to school.

- a. My cousins and I accidentally missed the bus, or my grandma had to leave work to pick us up and take us to school.
- b. Since my cousins and I accidentally missed the bus, my grandma had to leave work to pick us up and take us to school.
- c. My cousins and I accidentally missed the bus, yet my grandma had to leave work to pick us up and take us to school.



LESSON 28

DIALECTS

Directions: Read each quote from a text below. Determine what region and/or time period the book may be from. Then, underline the parts of the sentence that helped you identify the elements of dialect.

1. "His cornbread ain't done in the middle."

- *Unknown*

2. "There were other things in the stocking, nuts and oranges and a toy engine, and chocolate almonds and a clockwork mouse, but the Rabbit was quite the best of all."

- *The Velveteen Rabbit*

Directions: Identify if the sentence is written using formal or informal register. Then, underline the parts of the sentence that helped you identify if the sentence was written in a formal or informal register.

1. Watcha doin after school today?

2. Erica failed to inform her teacher of her absence.

3. Gonna grab a snack. Want anything?



LESSON 29

ROOT WORDS

Directions: Use the meanings of roots as clues to write a word from the box for each definition. Then, write the letters from the shaded boxes on the blank line at the end to complete the statement.

bankrupt	thermometer	podiatrist	astronomer
inscribe	photon	reconstruct	hydrophobia

1. a person who studies stars

--	--	--	--	--	--	--	--	--	--	--

2. to build again

--	--	--	--	--	--	--	--	--	--	--

3. to write or carve on something

--	--	--	--	--	--	--	--	--	--	--

4. to be "broke"

--	--	--	--	--	--	--	--	--	--	--

5. afraid of water

--	--	--	--	--	--	--	--	--	--	--

6. a foot doctor

--	--	--	--	--	--	--	--	--	--	--

7. a basic unit that makes up light

--	--	--	--	--	--	--	--	--	--	--

8. used to measure temperature

--	--	--	--	--	--	--	--	--	--	--

If you get all of the answers right, that means your answer will be _____.



LESSON 30

REFERENCE MATERIALS

Directions: Use either a print or digital dictionary to answer the following questions.

1. What part of speech (noun, verb, etc.) is the word **grocery**?

2. When the word **present** is used as a noun, its definition is _____

3. Show the pronunciation of the word **citizen**.

4. How many definitions are there for the word **native**?

5. What is the first meaning of the word **figure**?

6. Write a sentence using the second meaning of the word **column**.



LESSON 31

SIMILES AND METAPHORS

Directions: Read each quote from the text below. Underline the simile in the sentence. On the line provided, write what the simile means.

1. "The transformation of the garden from its winter hibernation to springtime blossoming is attributed to magic, and each day that goes by seems as if Magicians were passing through it drawing loveliness out of the earth and the boughs with wands."

- *The Secret Garden*

2. "Livesey, he cowers like a beaten dog."

- *Treasure Island*

Directions: Read each quote from the text below. Underline the metaphor in the sentence. On the line provided, write what the metaphor means.

3. "The fact was that the fresh wind from the moor had begun to blow the cobwebs out of her young brain and to waken her up a little"

- *The Secret Garden*

4. "He had good schooling in his young days and can speak like a book when so minded; and brave—a lion's nothing alongside of Long John!"

- *Treasure Island*



LESSON 32

IDIOMS, PROVERBS, AND ADAGES

Directions: In each column there are two examples of either an idiom, proverb, or adage. At the bottom of the page are the meanings of those idioms, proverbs, and adages. Cut out the meanings and glue them underneath the correct idiom, proverb, or adage.

Idioms	Proverbs	Adages
butterflies in my stomach	Don't cry over spilled milk.	You are your own worst enemy.
Glue Here	Glue Here	Glue Here
Break a leg!	A chain is as strong as its weakest link.	Two wrongs don't make a right.
Glue Here	Glue Here	Glue Here

It doesn't do any good to be unhappy about something that has already happened or that can't be helped.	You should not do harm to a person who has done harm to you, even if you think that person deserves it.	The group is only as successful as its least successful person. The success of the whole group depends on the success of each individual member of the group, so if one person fails, the whole group fails.
The feeling you get when you are nervously anticipating something that is about to happen.	You are the cause of your own problems. You won't take a risk because you are afraid of failing, so you don't accomplish much.	To wish someone luck before an important event in the hopes that he or she does well or has a great show



LESSON 33

SYNONYMS AND ANTONYMS

Directions: Determine whether the first two underlined words in each statement are synonyms or antonyms. Write “S” or “A” in the box below each pair. Then, complete the analogy by writing a synonym or antonym for the third word listed.

1. Bossy is to controlling as terrified is to _____.

Two diagonal lines pointing down towards a square box.

2. Hold is to release as build is to _____.

Two diagonal lines pointing down towards a square box.

3. Protect is to abandon as narrow is to _____.

Two diagonal lines pointing down towards a square box.

4. Comical is to funny as instruct is to _____.

Two diagonal lines pointing down towards a square box.

5. Mix is to _____ as smirk is to smile.

Two diagonal lines pointing down towards a square box.



LESSON 34

PREFIX “OVER”

Directions: Complete the missing information on each chart.

Sample completed chart:

	prefix	base word	new word
	over	pack	overpack
meaning	<p><u>Too much;</u> <u>extra</u></p> <p>outer</p> <p>over; above</p>	fill a bag with many thing	Pack too many things in one bag

Complete the missing information on each chart.

	prefix	base word	new word
	<u>over</u>	<u>time</u>	
meaning	<p>too much; extra</p> <p>outer</p> <p>over; above</p>		



	prefix	base word	new word
			overconfident
meaning	too much; extra outer over; above	feeling sure of yourself and your abilities	

	prefix	base word	new word
	over	slept	
meaning	too much; extra outer over; above		

Choose one word with the prefix “over” and write a complete sentence.



LESSON 35

PREFIX “TRANS”

Directions: Complete the table using the prefix “trans.” First, decide if “trans” means across or change. Then, read the meaning of the base or root word. Finally, define what the word means.

Word	Meaning of Prefix	Meaning of Base/Root	Meaning of Word
transmit		<i>mit</i> = send, pass on	
transparent		<i>par</i> = appear, show	
translate		<i>lat</i> = carry	
transcontinental		<i>continental</i> = of a continent	



LESSON 36

PREFIX “UNDER”

Directions: Complete the missing information on each chart.

Sample completed chart:

	prefix	base word	new word
	under	arm	underarm
meaning	<u>below</u> too little; not enough	an upper limb on the body	below the upper limb; below the arm

Complete the missing information on each chart.

	prefix	base word	new word
	under	ground	
meaning	below too little; not enough		



	prefix	base word	new word
			undertone
meaning	below too little; not enough	a musical or vocal sound	

	prefix	base word	new word
	under	cook	
meaning	below too little; not enough		

Choose one word with the prefix “under” and write a complete sentence.



LESSON 37

PREFIXES

Directions: Complete the table using the prefix “super.” First, write the meaning of “super.” Then, read the meaning of the base or root word. Finally, define what the word means.

Word	Meaning of Prefix	Meaning of Base/Root	Meaning of Word
superhero		<i>hero</i> = protector, defender	
superb		<i>b</i> (comes from <i>-bus</i>) = to be	
supermarket		<i>market</i> = a place to purchase goods	
supersonic		<i>sonic</i> = sound	



Directions: Use the words from the chart above to determine which word goes in the blank.

1. The aircraft flies at _____ speed, which is why you may see it before you hear it!
2. Clara Barton is considered a _____ because she risked her life to bring supplies and support to soldiers in the field during the Civil War.
3. The band's performance was _____, and they received a standing ovation from the crowd.
4. We have to go to the _____ to buy groceries, cleaning supplies, and items to restock the bathroom.



LESSON 38

PREFIXES

Directions: Complete the missing information on each chart.

Sample completed chart:

	prefix	base word	new word
	semi	conscious	semiconscious
meaning	half <u>partly,</u> <u>somewhat,</u> <u>less than</u> <u>fully</u>	awake	partly awake

Complete the missing information on each chart.

	prefix	base word	new word
	semi	circle	
meaning	half partly, somewhat, less than fully		



	prefix	base word	new word
			semiautomatic
meaning	half partly, somewhat, less than fully	works by itself	

	prefix	base word	new word
	semi	sweet	
meaning	half partly, somewhat, less than fully		

Choose one word with the prefix “semi” and write a complete sentence.



LESSON 39

SPELLING

Directions: Using the base word and ending clue, write the word spelled correctly on the line.

1. (supress + ion) _____
2. (direct + ion) _____
3. (frustrate + ion) _____
4. (suspense + ion) _____

Directions: The paragraph below has missing words that will include the /sh/ sound in the middle spelled with ti, si, or ci. When you come to a blank line, read the clue in parentheses behind the blank line. The clue will provide the base word and the ending. You must decide, based on the root word, whether to use ti, si, or ci. Write the correctly spelled word on the blank line.

Lately, Cristina has started thinking about what _____ (profess + ion) she would like to have when she grows up. First, she thought about becoming a _____ (music + ian) because she enjoys playing the guitar and singing. She also likes to write songs; her song lyrics are a true _____ (express + ion) of her creativity. Next, she thought about being a _____ (televise + ion) star. She thought it would be really cool to start off by making a _____ (commerce + ial) about her favorite snack - chocolate chip cookies. Cristina also thought about being a meteorologist, or someone who makes a _____ (predict + ion) about the weather. She also thought about how she could inform people about the dangers of _____ (pollute + ion) on weather patterns.



LESSON 40

PREFIXES

Directions: Use the words from the box below to determine which word goes in the blank. Be sure to think about the meaning of the prefix -fore and the meaning of the root word.

foresee	forehead	forefathers
forecast	foremost	foreword

1. First and _____, you must complete your math homework before going to play outside.
2. John Adams, Benjamin Franklin, and Thomas Jefferson were just some of our country's _____ who helped to write the Declaration of Independence.
3. I watch the weather _____ every morning to determine whether or not I need to pack my umbrella in my bag before leaving for school.
4. Before beginning their science fair project, Julia and Aaliyah tried to _____ any potential problems they may run into so that they could try to avoid making too many mistakes.
5. Jordan's teacher always tells his students that it is important to read the _____ of a book because it may give good information to the reader before beginning.
6. Isaiah woke up not feeling well, so his grandma felt his _____ to see if he might have a fever.



END-UNIT CHECKPOINT

Students will participate in a quiz,quiz, trade activity to review different prefixes and their meanings. Each student will need a card that has a word with the prefix fore-, semi-, super-, under-, trans-, or over- written on the front. On the back of the card, write the meaning of the word. Students should begin the activity with a partner. Partner 1 asks Partner 2, “What is the meaning of the word _____?” (word listed on the card). Partner 2 answers the question (or says she doesn’t know). Partner 1 states if Partner 2’s answer was correct or gives the correct answer if needed. The roles switch and Partner 2 asks Partner 1 the question. After both questions have been asked, the partners switch cards, find a new partner, and begin the process again.

Possible words to select from are listed below:

- over-: overpack, overtime, overconfident, overslept
- trans-: transmit, transparent, translate, transcontinental
- under-: underarm, underground, undertone, undercook
- super-: superhero, superb, supermarket, supersonic
- semi-: semiconscious, semicircle, semiautomatic, semisweet
- fore-: foresee, forehead, forefathers, forecast, foremost, foreword

Grammar Review

Students will participate in a writing activity to respond to one of the following prompts:

- Imagine you are building a home on Mars. Write a diary entry about your day of hard work in constructing your new home.
- Imagine you wake up as a video game character. Write a journal entry about the day you have in a new world.
- Write a paragraph describing what you would do with one million dollars.

In the written response, students must choose 4 of the following grammar elements to include. ,

- listing items in a series
- using correlative conjunctions
- using introductory elements
- punctuating titles
- expanding sentences
- combining sentences
- using a dialect or register
- using a simile or metaphor
- using an idiom, proverb, or adage

Once students have completed their writing assignment, have them highlight the 4 required elements used.