

Name \_\_\_\_\_

# Spelling Pretest

Pretest Spelling	
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Correct Spelling	
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Use the different sections of this letter to begin conversations with your child about what he or she is learning.

**Big Idea:** Where do the people in our country come from?

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

**This week's reading selection:** *My Diary from Here to There*

**Summary:** Amada's father leaves Mexico to find work in California. The rest of her family—including her five brothers—stays with various relatives until her father can send them green cards. When that day finally arrives, Amada knows she will never forget her home, her best friend, and her memories.

▶ **DISCUSS** with your child how moving to a different country would change his or her life.

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

<b>worked</b>	<i>verb</i>	shaped, as by pressing and rolling
<b>griddle</b>	<i>noun</i>	a heavy, flat metal pan with a handle, used for cooking pancakes and other food
<b>opportunities</b>	<i>noun</i>	good chances; favorable times
<b>huddle</b>	<i>verb</i>	to gather close together
<b>saguaros</b>	<i>noun</i>	tall cacti that are native to Arizona, California, and Mexico
<b>citizen</b>	<i>noun</i>	a person who was born in a country or chooses to live in and become a member of a country
<b>boycotts</b>	<i>noun</i>	planned joinings with others in refusing to buy from or deal with a person, nation, or business
<b>conditions</b>	<i>noun</i>	the state something is in
<b>farewell</b>	<i>noun</i>	goodbye and good luck
<b>culture</b>	<i>noun</i>	way of life for group of people at a certain time
<b>patrol</b>	<i>noun</i>	a group of people or vehicles that guard an area or make sure everything is all right
<b>papers</b>	<i>noun</i>	documents issued by a government providing citizenship or granting permission to do something

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

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. intercept  | 8. overrated   | 15. subzero     |
| 2. intercom   | 9. overreact   | 16. undercooked |
| 3. interim    | 10. overweight | 17. underfed    |
| 4. interrupt  | 11. subheading | 18. underfoot   |
| 5. intertwine | 12. submarine  | 19. underpass   |
| 6. overjoyed  | 13. submerge   | 20. understudy  |
| 7. overload   | 14. subway     |                 |

**Challenge**

- |                 |                 |               |
|-----------------|-----------------|---------------|
| 1. intermission | 2. subconscious | 3. undervalue |
|-----------------|-----------------|---------------|

**Language Arts**

**Writing:** Your child will edit, proofread, and publish his or her personal narrative. Your child will have the opportunity to present the narrative to the class.

**Grammar:** Your child will learn about subject/verb agreement. Then he or she will write sentence to practice the concept.

▶ **HAVE** your child practice presenting his or her narrative to you. Remind him or her to speak clearly and to maintain eye contact.

## Spelling Menu

Choose from the menu of activities below for your weekly spelling homework. You may choose any combination of activities, but may complete each chosen activity only one time for the week. You must correct your spelling pretest on Monday and choose 3 remaining activities for the week (on the words you missed only).

For example: If you spelled *blue* correctly but misspelled *grean* (*green*), you would *NOT* need to complete the spelling activities for the word *blue* because you spelled the word correctly. However, you may want to review *ALL* words at least once before Friday's test.

Your spelling menu and ELA packet is due on Friday. Please complete the activities on the pages provided inside this packet.

<p><u>Spelling Staircase</u></p> <p>Write each of your spelling words starting with only one letter, then add one letter at a time per row:</p> <p>f fa fas fast</p>	<p><u>Spelling Sentences</u></p> <p>Write each of your spelling words in a sentence.</p>	<p><u>In The Spotlight</u></p> <p>Put the vowels in the spotlight. Write or type each spelling word. Then, go back and highlight the vowels in your words.</p>
<p><u>Take Three!</u></p> <p>Write each word three times each.</p>	<p><u>Bubble Letters</u></p> <p>Write each of your spelling words in bubble or block letters. Attach an extra page to your packet if you need more space.</p>	<p><u>Syllable Action</u></p> <p>Write your spelling words in syllables. Place a dot or hyphen between each syllable. Remember! One-syllable words need no dots or hyphens.</p> <p>re - cess      hun - gry</p>
<p><u>Cursive Letters</u></p> <p>Write each of your spelling words in cursive letters.</p>	<p><u>Spelling Test</u></p> <p>Have a family member give you a practice test where you write each word as it is read aloud.</p>	<p><u>Rainbow Writing</u></p> <p>Write your spelling words using colored pencils or markers. Use a different color for each letter.</p>







## Prefixes *over-*, *under-*, *sub-*, *inter-*

### **FOCUS**

- The **prefix over-** means “too much” or “above.”
- The **prefix under-** means “too little” or “below.”
- The **prefix sub-** means “under” or “lower.”
- The **prefix inter-** means “between” or “among.”

**PRACTICE** Add the missing prefix to each base word or word part. Then write the spelling word on the line.

#### Word List

- intercept
- intercom
- interim
- interrupt
- intertwine
- overjoyed
- overload
- overrated
- overreact
- overweight

- subheading
- submarine
- submerge
- subway
- subzero
- undercooked
- underfed
- underfoot
- underpass
- understudy

#### Challenge Words

- intermission
- subconscious
- undervalue

- |               |       |                |       |
|---------------|-------|----------------|-------|
| 1. ____cooked | _____ | 10. ____marine | _____ |
| 2. ____merge  | _____ | 11. ____rupt   | _____ |
| 3. ____fed    | _____ | 12. ____study  | _____ |
| 4. ____twine  | _____ | 13. ____cept   | _____ |
| 5. ____way    | _____ | 14. ____pass   | _____ |
| 6. ____rated  | _____ | 15. ____weight | _____ |
| 7. ____zero   | _____ | 16. ____load   | _____ |
| 8. ____im     | _____ | 17. ____react  | _____ |
| 9. ____foot   | _____ | 18. ____joyed  | _____ |

# Vocabulary

**FOCUS** • Review the selection vocabulary words from “My Diary from Here to There.”

**boycotts**  
**citizen**  
**conditions**  
**culture**  
**farewell**  
**griddle**

**huddle**  
**opportunities**  
**papers**  
**patrol**  
**saguaros**  
**worked**

**PRACTICE** Circle the vocabulary word that best completes each sentence.

1. Make sure all your (boycotts/papers) are in order before you travel.
2. Connor’s mom works for the highway (culture/patrol) and keeps the roads safe.
3. If the road (opportunities/conditions) become any worse, we won’t be able to drive home.
4. Can you smell the pancakes cooking on the (griddle/huddle)?
5. After several (saguaros/boycotts) if its cruel practices, the company went out of business.
6. Almost every (citizen/patrol) can vote when he or she turns 18.
7. The party will give everyone a chance to say (farewell/culture) to Mrs. Ansari.
8. Kala talked about her Hawaiian (citizen/culture) at the international fair.
9. If you (patrol/worked) more, I think you would see your grades improve.
10. We had to (farewell/huddle) together for warmth on the cold night.



# Subject-Verb Agreement

**FOCUS** **Subject-verb agreement** in a sentence means the verb agrees with the subject in number.

The subject of a sentence is either singular or plural. The verb must agree with the subject in number.

She **works** at the movie theater.  
(*singular subject, singular verb*)

We **work** at the theater. (*plural subject, plural verb*)

A compound subject that uses the conjunction *and* takes a verb that agrees with the plural subject.

Justin and Kayla **swim** for the Aquasharks.

A compound subject that uses the conjunction *or* takes a verb that agrees with the subject word that is closest to the verb.

Their sisters or their brother **cooks** dinner for them every night.

With a singular subject, add -s or -es to the regular verb. With a plural subject (or with the pronouns *you* or *I*), do not add -s or -es to the verb.

**PRACTICE** In the blanks below, write the verb in parentheses that correctly completes each sentence.

1. Miles (play, plays) \_\_\_\_\_ the trumpet.
2. His grandfather and his mother (encourage, encourages) \_\_\_\_\_ him to practice.
3. His practice times or his lesson (start, starts) \_\_\_\_\_ at four o'clock each day.
4. Mr. Jefferson (teach, teaches) \_\_\_\_\_ Miles how to play scales.