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Introduction

Learning to read is the goal for all students, but, unfortunately, success is not a given. Many students, for many reasons, find reading an enormous challenge. Despite excellent reading programs, dedicated teachers, and various kinds of interventions, all too many students emerge from the primary grades as struggling readers. One way in which to help these students is with additional practice in word study.

Understanding the structure of words provides useful information to readers when they are figuring out meaning and pronunciation. Elements such as prefixes, suffixes, and roots are invaluable when encountering new words. According to one study, approximately 60 percent of English words have definitions that can be predicted based on the meanings of their parts. Breaking words down into syllables, smaller words, or other word parts helps students recognize common spelling patterns. These skills also support word recognition and vocabulary development. Struggling readers gain confidence as they apply these skills.

By offering opportunities to learn or review basic word study techniques, the lessons in this book help students develop and reinforce reading fluency. You can use the lessons in the sequence given or choose those needed to address specific weaknesses in a student’s skills.

Lesson Organization

Each lesson is three pages long and addresses a particular element of word study.

The first lesson page includes:
- a statement of the word study element for the lesson
- examples of the word study element
- a simple activity reinforcing the element
- another exercise

The second page includes:
- two other exercises including cloze exercises, word meaning, identification of word parts, word building, syllables, word endings

Extra Practice . . . Word Study

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The third page includes:

- a word meaning exercise
- a comprehension passage that reviews the lesson element and includes questions; or a word puzzle

Ways to Make the Most of the Lessons

- Use the lessons in the classroom for extra practice during regular reading time or as individual assignments. Send the lessons home for students to do as homework or to complete with an adult.
- Review, review, review. For example, when students are working on a lesson about prefixes, they will also encounter various vowel and consonant sounds. Take a minute to remind students about what they already know about those sounds.
- Discuss students’ answers to clear up misconceptions and to reinforce the lesson element.
- Use the lessons to draw attention to spelling changes for verb tenses or plurals and for parts of speech.
- Have students create word webs to illustrate the use of suffixes, Latin or Greek roots, common syllables, or other word study elements.
- Use the lessons to expand students’ vocabulary. Help students use the skills covered in the book to break down the multisyllabic words in the lessons.
- Create word lists from each lesson. Students can use them in word sorts, on word walls, in writing assignments, or in readers’ journals.
- Encourage students to write complete sentences when they answer the questions for the comprehension paragraphs in Exercise F.
- Keep observation charts to monitor progress.
Word Study · Lesson 1

Compound Words

Some words are made up of two words put together. They are called compound words. When you read, look for the words that make up a compound word.

A Write the two words that make up each of the compound words in the box. Then write the compound word.

<table>
<thead>
<tr>
<th>anthill</th>
<th>teapot</th>
<th>barnyard</th>
<th>birdcage</th>
<th>clothespin</th>
</tr>
</thead>
<tbody>
<tr>
<td>doormat</td>
<td>popcorn</td>
<td>snowflake</td>
<td>toolbox</td>
<td>wheelchair</td>
</tr>
</tbody>
</table>

1. _________ + _________ = ________________________________
2. _________ + _________ = ________________________________
3. _________ + _________ = ________________________________
4. _________ + _________ = ________________________________
5. _________ + _________ = ________________________________
6. _________ + _________ = ________________________________
7. _________ + _________ = ________________________________
8. _________ + _________ = ________________________________
9. _________ + _________ = ________________________________
10. _________ + _________ = ________________________________

B Add the word on the left to each of the words in the row to make compound words.

1. bed _____room _____time _____spread
2. snow _____suit _____storm _____plow
3. foot _____print _____path _____stool
4. eye _____lid _____sight _____ball
Word Study · Lesson 1

C Add the correct word from the box to each group of words to make compound words.

boat    book    day    house

1. cook + ____________ = ______________________________
   note + ____________ = ______________________________
   pocket + ____________ = ______________________________

2. green + ____________ = ______________________________
   bird + ____________ = ______________________________
   light + ____________ = ______________________________

3. some + ____________ = ______________________________
   every + ____________ = ______________________________
   birth + ____________ = ______________________________

4. tug + ____________ = ______________________________
   sail + ____________ = ______________________________
   motor + ____________ = ______________________________

D Write a compound word to complete each sentence.

1. A case for books is a ______________________________.
2. A pot for a flower is a ______________________________.
3. A box for mail is a ______________________________.
4. A house for a dog is a ______________________________.
5. A boat that you row is a ______________________________.
6. A paper with news is a ______________________________.
Write a compound word for each riddle.

Example: Did you ever see a star fish?  ___________ starfish

1. Did you ever see a horse fly?   ____________________________
2. Did you ever see a match box?   ____________________________
3. Did you ever see a cat fish?    ____________________________
4. Did you ever see the sun rise?   ____________________________
5. Did you ever see the sea weed?   ____________________________
6. Did you ever see a day dream?   ____________________________
7. Did you ever see hair cut?      ____________________________
8. Did you ever see a door step?   ____________________________
9. Did you ever see a bed roll?    ____________________________
10. Did you ever see milk shake?   ____________________________

Read the paragraph and circle the compound words. Then answer the questions.

Margo likes sports. She keeps her balls in a box in the hallway. Her beachball takes up a lot of space, but her baseball does not. Her football and basketball are also in the box. Where is her skateboard? It’s on the floor next to her snowboard.

1. Why does Margo have so many balls? ____________________________
   __________________________________________________________________

2. Where does she keep them? ____________________________
   __________________________________________________________________

3. What other sports does Margo like? ____________________________
   __________________________________________________________________
More Compound Words

Some words are made up of two words put together. They are called compound words. When you read, look for the words that make up a compound word.

A

Write the two words that make up each compound word.

1. footnote ___________ + ___________
2. pipeline ___________ + ___________
3. barbell ___________ + ___________
4. grasshopper ___________ + ___________
5. playpen ___________ + ___________
6. lawmaker ___________ + ___________
7. homeowner ___________ + ___________
8. groundwork ___________ + ___________

B

Write a compound word to complete each sentence.

1. A sleeve for a shirt is a ________________________.
2. A skin from a bear is a ________________________.
3. Paper for a wall is ________________________.
4. A robe for the bath is a ________________________.
5. A groom for a bride is a ________________________.
6. A chair with an arm is an ________________________.
7. The side of a hill is a ________________________.
8. A base for data is a ________________________.
C  Write a compound word for each riddle.

1. Did you ever see a book shop? _______________________________
2. Did you ever see a bean stalk? _______________________________
3. Did you ever see honey comb? _______________________________
4. Did you ever see a heart break? _______________________________
5. Did you ever see art work? _______________________________
6. Did you ever see a bill fold? _______________________________

D  Read each question. Then circle the best answer.

1. Which one can fly?   a. bluefish   b. blueberry   c. bluebird
2. Which one can you wear?   a. raincoat   b. raindrop   c. rainstorm
3. Which one is an insect?   a. housework   b. household   c. housefly
4. Which one describes hair?   a. redcap   b. redbird   c. redhead
5. Which one is a machine?   a. dishwasher   b. dishtowel   c. dishwasher
6. Which one do you eat?   a. egghead   b. eggplant   c. eggshell
7. Which one is a plant?   a. catcall   b. catnip   c. catfish
8. Which one is part of you?   a. windmill   b. windpipe   c. windsock
9. Which one is news?   a. headdress   b. headboard   c. headline
10. Which one is a person?   a. landmark   b. landlord   c. landscape
**Word Study • Lesson 2**

**E** Think of a word for each picture, then write a compound word.

1. + mark = _______________________________
2. + top = _______________________________
3. sand + = _______________________________
4. bare + = _______________________________
5. gold + = _______________________________
6. + burn = _______________________________
7. snow + = _______________________________
8. copy + = _______________________________
9. + place = _______________________________
10. + sauce = _______________________________

**F** Read the paragraph and circle the compound words. Then answer the questions.

Kirk got out a teaspoon, tablespoon, pan, potholder, and everything else he needed. He opened the cookbook to find the cake he wanted to make. Then he went to work. There was only one setback when he spilled some batter. When the cake was done, Kirk called his mother to the kitchen. “Happy Birthday!” he said. “Here’s a homemade cake for you.”

1. Why did Kirk want to bake a cake? __________________________________________
2. How well did the baking go? _______________________________________________  
3. Was the cake a surprise? Explain your answer.  ______________________________________  
   ___________________________________________________________________________
**Word Study • Lesson 3**

**Prefixes: un-, re-, over-, mis-, sub-**

A prefix is a word part that is added to the beginning of a word. A prefix changes the meaning of a word. Look for prefixes to help you understand what words mean.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not; opposite of</td>
<td>unfair</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>redo</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overcook</td>
</tr>
<tr>
<td>mis-</td>
<td>in a wrong way; wrongly</td>
<td>mistreat</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>subway</td>
</tr>
</tbody>
</table>

**A** Study the chart above. Then use it to complete each sentence.

1. If you cook food too much, you ______________________________  it.
2. If you do something over, you ______________________________  it.
3. If something is not fair, it is ______________________________  .
4. A ______________________________  travels under the ground.
5. If you treat someone wrongly, you ______________________________  that person.

**B** Underline the prefix in each word. Then write the base word without the prefix.

1. unfold    _____________________
2. misuse    _____________________
3. unsafe    _____________________
4. repack    _____________________
5. submarine _____________________
6. overripe  _____________________
7. misstep   _____________________
8. unsure    _____________________
9. subplot   _____________________
10. overeat  _____________________
11. retie     _____________________
12. rewrite   _____________________
Word Study · Lesson 3

Prefixes: un-, re-, over-, mis-, sub-

<table>
<thead>
<tr>
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<th>Example</th>
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</thead>
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<td>overcook</td>
</tr>
<tr>
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<td>in a wrong way; wrongly</td>
<td>mistreat</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>subway</td>
</tr>
</tbody>
</table>

C Write a heading that tells how each group of words is alike. Then write a meaning for each word.

1. ____________________________ 3. ____________________________
   overdo ________________________ unreal ________________________
   overtip ________________________ unhappy _______________________
   overbake ________________________ unkind ________________________

2. ____________________________ 4. ____________________________
   reheat _________________________ misname _________________________
   refill _________________________ mislead _________________________
   retell _________________________ misnumber _______________________

D Read each meaning below. Add a prefix to each word in bold type to make a new word.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Prefix</th>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to call again</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. the opposite of even</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. to flow too much</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. under the soil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. read in a wrong way</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
★ Word Study • Lesson 3

Prefixes: un-, re-, over-, mis-, sub-

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not; opposite of</td>
<td>unfair</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>redo</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overcook</td>
</tr>
<tr>
<td>mis-</td>
<td>in a wrong way; wrongly</td>
<td>mistreat</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>subway</td>
</tr>
</tbody>
</table>

Read each question. Then circle the best answer.

1. Which word means to place wrongly?
   a. replace   b. misplace   c. placed

2. Which word means the opposite of loved?
   a. unloved    b. lovely      c. lover

3. Which word means pay too much?
   a. underpay    b. repay       c. overpay

4. Which word means to use again?
   a. reuse       b. used        c. overuse

5. Which word means a heading under another heading?
   a. header      b. headed      c. subhead

Read the paragraphs and circle the words with prefixes. Then answer the questions.

Alice tried to enter the room unseen. She was late because she had overslept. But she had misjudged Mr. Hunt.

“What does the subtitle of this chapter mean?” he asked her as she took her seat.

“I’m unsure of what page we’re on,” said Alice. “Could you restate it for me?”

1. Where does this story take place? ________________________________

2. How did Mr. Hunt show that he wasn’t fooled? ________________________________

3. Why doesn’t Alice know the answer? ________________________________
Word Study • Lesson 4

Prefixes: in-, fore-, de-, dis-, under-

A prefix is a word part that is added to the beginning of a word. A prefix changes the meaning of a word. Look for prefixes to help you understand what words mean.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>in-</td>
<td>not informal</td>
<td>informal</td>
</tr>
<tr>
<td>fore-</td>
<td>before</td>
<td>forewarn</td>
</tr>
<tr>
<td>de-</td>
<td>away; take away</td>
<td>defrost</td>
</tr>
<tr>
<td>dis-</td>
<td>not; opposite</td>
<td>disobey</td>
</tr>
<tr>
<td>under-</td>
<td>below; too little</td>
<td>underpay</td>
</tr>
</tbody>
</table>

A Study the chart above. Then use it to complete each sentence.

1. If an event is not formal, it is ______________________________.
2. If you do not obey, you ______________________________.
3. If you pay too little, you ______________________________.
4. If you take away frost from a window, you ______________________________ it.
5. If you warn someone before something happens, you ________________________ that person.

B Underline the prefix in each word. Then write a meaning for the word.

1. indirect __________________________________________________________________________
2. decontrol _______________________________________________________________________
3. dislike ___________________________________________________________________________
4. underage __________________________________________________________________________
5. foretell ___________________________________________________________________________
6. dishonest __________________________________________________________________________
7. foreground __________________________________________________________________________
8. dethrone ___________________________________________________________________________
9. underdress __________________________________________________________________________
Word Study · Lesson 4

Prefixes: in-, fore-, de-, dis-, under-

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>in-</td>
<td>not informal</td>
<td>informal</td>
</tr>
<tr>
<td>fore-</td>
<td>before</td>
<td>forewarn</td>
</tr>
<tr>
<td>de-</td>
<td>away; take away</td>
<td>defrost</td>
</tr>
<tr>
<td>dis-</td>
<td>not; opposite</td>
<td>disobey</td>
</tr>
<tr>
<td>under-</td>
<td>below; too little</td>
<td>underpay</td>
</tr>
</tbody>
</table>

Read each question. Circle the best answer.

1. Which word means to take away a forest?
   a. reforest  b. deforest  c. forester

2. Which word means below water?
   a. underwater  b. waterfall  c. watering

3. Which word means not complete?
   a. completely  b. completed  c. incomplete

4. Which word means to not agree?
   a. agreement  b. agreeable  c. disagree

5. Which word means a family member who lived long before you?
   a. father-in-law  b. forefather  c. fatherly

Read each meaning below. Add a prefix to each word in bold type to make a new word.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Prefix</th>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not correct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. to take away fog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. charge too little</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. opposite of please</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. see what might happen before it does</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Study · Lesson 4

Prefixes: in-, fore-, de-, dis-, under-

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>in-</td>
<td>not</td>
<td>informal</td>
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<tr>
<td>fore-</td>
<td>before</td>
<td>forewarn</td>
</tr>
<tr>
<td>de-</td>
<td>away; take away</td>
<td>defrost</td>
</tr>
<tr>
<td>dis-</td>
<td>not; opposite</td>
<td>disobey</td>
</tr>
<tr>
<td>under-</td>
<td>below; too little</td>
<td>underpay</td>
</tr>
</tbody>
</table>

Read each question. Then circle the best answer.

1. Which one means “resting”? a. active  b. proactive  c. inactive
2. Which one is a mess? a. order  b. disorder  c. reorder
3. Which one comes first? a. forename  b. surname  c. rename
4. Which one is too small? a. undersize  b. oversize  c. supersize
5. Which balloon has no air? a. inflated  b. deflated  c. related

Read the paragraphs and circle the words with prefixes. Then answer the questions.

Our trouble began at forenoon. Crunch! Our boat got stuck in some thick weeds. You could hear them scrape the underbody. Suddenly, we were disabled.

“This is insane!” said Dad. “This means we have to discontinue our ride.

“We’ll disembark and swim to shore.”

“Okay,” said Mom, “but first and foremost, put on your life jackets!”

1. What happened to the boat? ______________________________________________________

___________________________________________________________________________________

2. How did Dad feel about it? ________________________________________________________

___________________________________________________________________________________

3. Who had safety in mind? _________________________________________________________

___________________________________________________________________________________

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Prefixes: super-, pre-, semi-, multi-, im-

A prefix is a word part that is added to the beginning of a word. A prefix changes the meaning of a word. Look for prefixes to help you understand what words mean.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>super-</td>
<td>of greater degree, size, or importance</td>
<td>superstar</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview</td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle</td>
</tr>
<tr>
<td>multi-</td>
<td>many</td>
<td>multilayered</td>
</tr>
<tr>
<td>im-</td>
<td>not</td>
<td>improper</td>
</tr>
</tbody>
</table>

A

Study the chart above. Then use it to complete each sentence.

1. If something has many layers, it is ______________________________.
2. If you view something beforehand, you ______________________________ it.
3. If your behavior is not proper, it is ______________________________.
4. If someone is greater than the usual star, that person is a ______________________________.
5. If you draw half a circle, you draw a ______________________________.

B

Choose a word from the box to complete each sentence.
Use the clues below the writing lines to help you.

1. The stone in that ring is ______________________________.
   - half

2. That water is ______________________________ so don’t drink it.
   - not

3. He works for a ______________________________ company.
   - many

4. We often shop at the ______________________________.
   - greater size

5. She likes to watch the ______________________________ show.
   - before
Word Study • Lesson 5

Prefixes: super-, pre-, semi-, multi-, im-

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>super-</td>
<td>of greater degree, size, or importance</td>
<td>superstar</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview</td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle</td>
</tr>
<tr>
<td>multi-</td>
<td>many</td>
<td>multilayered</td>
</tr>
<tr>
<td>im-</td>
<td>not</td>
<td>improper</td>
</tr>
</tbody>
</table>

C Read each meaning below. Add a prefix to each word in bold type to make a new word.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Prefix</th>
<th>+</th>
<th>Word</th>
<th>=</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. not perfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. greater than usual man</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. to judge before</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. half a colon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. many colored</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D Read the words in the box, then follow the directions.

<table>
<thead>
<tr>
<th>semifinal</th>
<th>superfine</th>
<th>prepay</th>
<th>overlook</th>
<th>misplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>superhuman</td>
<td>replay</td>
<td>immature</td>
<td>semiannual</td>
<td>impossible</td>
</tr>
<tr>
<td>impatient</td>
<td>supernatural</td>
<td>rejoin</td>
<td>semimonthly</td>
<td>prearrange</td>
</tr>
</tbody>
</table>

1. Write the words with the prefix that means "not."

__________________________________________________________________________________

2. Write the words with the prefix that means "half."

__________________________________________________________________________________

3. Write the words with the prefix that means "of greater degree, size, or importance."

__________________________________________________________________________________
**Word Study • Lesson 5**

Prefixes: super-, pre-, semi-, multi-, im-

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>super-</td>
<td>of greater degree, size, or importance</td>
<td>superstar</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview</td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle</td>
</tr>
<tr>
<td>multi-</td>
<td>many</td>
<td>multilayered</td>
</tr>
<tr>
<td>im-</td>
<td>not</td>
<td>improper</td>
</tr>
</tbody>
</table>

Read each question. Then circle the best answer.

1. Which one comes first?
   a. undercook   b. precook   c. overcook
2. Which one is not moving?
   a. immobile    b. mobile     c. mobility
3. Which one is biggest?
   a. path        b. road       c. superhighway
4. Which one is partly alert?
   a. semiconscious b. conscious c. unconscious
5. Which one describes a crayon set?
   a. multicolored b. colorless  c. colorblind

Read the clues, then complete the puzzle.

1. A half circle
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
2. Of many cultures
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
3. Not patient
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
4. Half sweet
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
5. Date before
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
6. Greater than most women
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
7. Not polite
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
8. Heat before eating
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
9. Many media
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
10. A school for children before they start regular school
    [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
Suffixes: -er/or, -ful, -ly, -ness, -able/ible

A suffix is a word part that is added to the end of a word. A suffix changes the meaning of a word. Look for suffixes to help you understand what words mean.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er/or</td>
<td>a person who acts as</td>
<td>writer</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>joyful</td>
</tr>
<tr>
<td>-ly</td>
<td>in that way</td>
<td>sadly</td>
</tr>
<tr>
<td>-ness</td>
<td>state of being</td>
<td>rudeness</td>
</tr>
<tr>
<td>-able/ible</td>
<td>can be done</td>
<td>washable</td>
</tr>
</tbody>
</table>

A Study the chart above. Then use it to complete each sentence.

1. Someone who writes is a ______________________________ .
2. If you speak in a sad way, you speak ______________________________ .
3. If something can be washed, it is ______________________________ .
4. Someone who is rude shows ______________________________ .
5. If you are full of joy, you are ______________________________ .

B Underline the suffix in each word. Then write the base word without the suffix.

1. graceful _____________________ 7. director _____________________
2. fondly _____________________ 8. weakly _____________________
3. teacher _____________________ 9. skillful _____________________
4. comfortable _____________________ 10. darkness _____________________
5. painful _____________________ 11. leader _____________________
6. fairness _____________________ 12. sweetly _____________________
Word Study · Lesson 6

Suffixes: -er/or, -ful, -ly, -ness, -able/ible

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er/or</td>
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</tr>
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<tr>
<td>-ly</td>
<td>in that way</td>
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</tr>
<tr>
<td>-ness</td>
<td>state of being</td>
<td>rudeness</td>
</tr>
<tr>
<td>-able</td>
<td>can be done</td>
<td>washable</td>
</tr>
</tbody>
</table>

Write a heading telling how each group of words is alike. Then write a meaning for each word.

1. ______________________________
   graceful _________________________
   hopeful _________________________
   cheerful _________________________

2. ______________________________
   rapidly _________________________
   neatly _________________________
   quietly _________________________

3. ______________________________
   fixable _________________________
   drinkable _________________________
   beatable _________________________

4. ______________________________
   banker _________________________
   builder _________________________
   climber _________________________

Choose a word from the box to complete each sentence. Use the clues to help you.

1. The ______________________________ spoke about his new idea.
   person who acts as

2. The students left the building ___________________ for the fire drill.
   in that way

3. She worked hard to get over her __________________ with people.
   state of being

4. They were ______________________________ not to spill any water.
   full of

5. Is this plastic plate __________________________________________ ?
   can be done
Word Study • Lesson 6

Suffixes: -er/or, -ful, -ly, -ness, -able/ible

<table>
<thead>
<tr>
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<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er/or</td>
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</tr>
<tr>
<td>-able/ible</td>
<td>can be done</td>
<td>washable</td>
</tr>
</tbody>
</table>

Read each question. Then circle the best answer.

1. Which one is a person? a. government b. governor c. governing
2. Which one describes a puppy? a. playful b. playpen c. player
3. Which one can you taste? a. weakness b. sweetness c. dimness
4. How do you greet a friend? a. badly b. madly c. gladly
5. Which one is a good buy? a. beatable b. affordable c. questionable

A pun is a play on words. You can use words with the suffix -ly to have pun fun. Complete each sentence with a word from the box. Use the word in bold type as a clue.

Example: “I make people cry,” said the onion tearfully.

1. “The shoe is too small,” said the stepsister ___________________.
   - sweetly
   - warmly
   - bitingly
   - darkly
   - absently
   - brokenly
   - tightly
   - swiftly

2. “It’s hot today,” said the weatherman _____________________.
3. “Let’s race,” said the runner _____________________________.
4. “Turn off the light!” said the usher _________________________.
5. “My arm is in a cast,” said the patient _____________________.
6. “I am a werewolf,” said the creature _______________________.
7. “May I have the sugar?” asked the baker _____________________.
8. “I missed school,” said the student _________________________.

Word Study • Lesson 7

Suffixes: -ship, -ment, -less, -y, -ist

A suffix is a word part that is added to the end of a word. A suffix changes the meaning of a word. Look for suffixes to help you understand what words mean.

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<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ship</td>
<td>state of being; rank of</td>
<td>hardship</td>
</tr>
<tr>
<td>-ment</td>
<td>action or process</td>
<td>movement</td>
</tr>
<tr>
<td>-less</td>
<td>lack of</td>
<td>cloudless</td>
</tr>
<tr>
<td>-y</td>
<td>full of</td>
<td>leaky</td>
</tr>
<tr>
<td>-ist</td>
<td>one who is or practices</td>
<td>organist</td>
</tr>
</tbody>
</table>

A Study the chart above. Then use it to complete each sentence.

1. Someone who plays the organ is an ______________________________.
2. A lack of clouds means the sky is ______________________________.
3. A house that is full of leaks is ______________________________.
4. The process of moving is ______________________________.
5. If times are hard, people suffer ______________________________.

B Read the words in the box, then follow the directions.

1. Write the words with the suffix that means “lack of.”
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. Write the words with the suffix that means “action or process.”
   _____________________________________________________________
   _____________________________________________________________

3. Write the words with the suffix that means “full of.”
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

ageless   placement
misty     agreeable
faceless   farmer
kingship
fixable    careless
wisely     illness
★ Word Study • Lesson 7

Suffixes: -ship, -ment, -less, -y, -ist

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<td>organist</td>
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</tbody>
</table>

C Read each meaning below. Add a suffix to each word in bold type to make a new word.

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<tr>
<th>Meaning</th>
<th>Word</th>
<th>+ Suffix</th>
<th>= New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. lack of color</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. full of rain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. process of developing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. rank of leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. one who practices the violin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D Choose a word from the box to complete each sentence. Use the clues to help you.

1. The new kitten is still ____________________________.

   lack of

2. Ted works as a ____________________________ for a newspaper.

   one who is

3. After the rain, the air turned ____________________________.

   full of

4. We made an ____________________________ to see the doctor.

   action or process

5. Your ____________________________ means a lot to me.

   state of being
Word Study · Lesson 7

Suffixes: -ship, -ment, -less, -y, -ist

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<thead>
<tr>
<th>Suffix</th>
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<td>-y</td>
<td>full of</td>
<td>leaky</td>
</tr>
<tr>
<td>-ist</td>
<td>one who is or practices</td>
<td>organist</td>
</tr>
</tbody>
</table>

Read each question. Then circle the best answer.

1. Which one is competing?
   a. dentist
   b. finalist
   c. realist

2. Which one is bald?
   a. hairless
   b. hairy
   c. hairnet

3. Which one is in Washington, D.C.?
   a. governor
   b. government
   c. governess

4. Which one is good for sailing?
   a. windmill
   b. windfall
   c. windy

5. Which one means “playing fair”?
   a. sporty
   b. sportsmanship
   c. sportscaster

Read the paragraph and circle the words with suffixes. Then answer the questions.

My mother is a naturalist and spends a lot of time in the desert. She finds great contentment is this timeless environment. I think she is lucky to get such enjoyment from her job. But as for me, I hope to get an internship with a forest ranger this summer. I think working in a cool, leafy forest would be a great arrangement.

1. How does the mother feel about her job? __________________________________________

2. What kinds of environments does the writer mention? ________________________________
________________________________________________________________________________

3. Why do you think the writer prefers working with a forest ranger? _________________
________________________________________________________________________________
Word Study · Lesson 8

Suffixes: -ant/ent, -al, -ous, -ion/tion, -hood

A suffix is a word part that is added to the end of a word. A suffix changes the meaning of a word. Look for suffixes to help you understand what words mean.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ant/ent</td>
<td>a person who</td>
<td>assistant</td>
</tr>
<tr>
<td>-al</td>
<td>relating to</td>
<td>seasonal</td>
</tr>
<tr>
<td>-ous</td>
<td>having qualities of</td>
<td>marvelous</td>
</tr>
<tr>
<td>-ion/tion</td>
<td>act or process</td>
<td>collection</td>
</tr>
<tr>
<td>-hood</td>
<td>state of being</td>
<td>knighthood</td>
</tr>
</tbody>
</table>

A Study the chart above. Then use it to complete each sentence.

1. The act of collecting results in a ______________________________.
2. A person who assists is an ______________________________.
3. Something that relates to a season is ______________________________.
4. Someone who is a knight has a ______________________________.
5. If something is a marvel, it is ______________________________.

B Underline the suffix in each word. Then write the base word.

1. clinical ______________________
2. defendant ______________________
3. protection ______________________
4. attendant ______________________
5. adulthood ______________________
6. national ______________________
7. joyous ______________________
8. humorous ______________________
9. rejection ______________________
10. sisterhood ____________________
11. comical ______________________
12. action ______________________
Word Study · Lesson 8

Suffixes: -ant/ent, -al, -ous, -ion/tion, -hood

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
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<tbody>
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<td>seasonal</td>
</tr>
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Read each meaning below. Add a suffix to each word in bold type to make a new word.

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<tr>
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<th>+</th>
<th>Suffix</th>
<th>=</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. someone who is in a contest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. relating to the coast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. the state of a child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. having the qualities of danger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. the process of attracting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose a word from the box to complete each sentence. Use the clues to help you.

1. After she had children, Mrs. Tully wrote a book about ______________________________. state of being

2. This is a copy, not the ______________________________ painting. relating to

3. When she reread her paper, Angie made a _______________________. act or process

4. To be an explorer, you must be _______________________________. having qualities of

5. Roger was proud when he was elected _________________________. a person who
Suffixes: -ant/ent, -al, -ous, -ion/tion, -hood

<table>
<thead>
<tr>
<th>Suffix</th>
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<th>Example</th>
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</tr>
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<td>hood-</td>
<td>state of being</td>
<td>knighthood</td>
</tr>
</tbody>
</table>

E Read each question. Then circle the best answer.

1. Which one is a newcomer? a. immigration b. immigrant c. immigrate
2. Which one could be an aunt? a. relation b. relate c. unrelated
3. Which one is a place? a. neighborhood b. neighborly c. neighbor
4. Which one is a retreat? a. withdrawn b. withhold c. withdrawal
5. Which one is a big event? a. momentarily b. momentous c. moment

F Read the paragraph and circle the words with suffixes. Then answer the questions.

During my boyhood, my father sent me to be a servant to a knight. This knight had a thunderous voice and was a champion at arms. At first, my reaction to him was fear, but I soon found he had a good heart. The years I spent with him were very educational. When my time with him was up, I knew that I, too, hoped for a knighthood.

1. How did the writer spend his boyhood? _______________________________________________
   ______________________________________________________________________________

2. Why was the writer afraid of the knight at first? ______________________________________
   ______________________________________________________________________________

3. Why do you think the knight was a good example to the boy? _________________________
   ______________________________________________________________________________
Prefixes and Suffixes

Some words are long because they have both a prefix and a suffix. Look for prefixes and suffixes to help you understand what a word means.

A Write the prefix and the suffix in each word. Then write the base word.

<table>
<thead>
<tr>
<th></th>
<th>Prefix</th>
<th>Suffix</th>
<th>Base Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>reaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>nonsmoker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>unsinkable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>overpayment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>foreseeable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>disagreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>unbeatable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>indirectness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>nonsupporter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>mistreatment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Choose a word from the box to complete each sentence.

1. Something that you can return to a store is ________________________.  
   - renewal
   - imperfection
   - returnable
   - unkindness
   - repayment

2. When you renew a membership, it is a ___________________________.  
   - renewal
   - imperfection
   - returnable
   - unkindness
   - repayment

3. An ____________________________ is an act that is not kind.  
   - renewal
   - imperfection
   - returnable
   - unkindness
   - repayment

4. When you pay back a loan, you make a ___________________________.  
   - renewal
   - imperfection
   - returnable
   - unkindness
   - repayment

5. If something is not perfect, it has an _____________________________.  
   - renewal
   - imperfection
   - returnable
   - unkindness
   - repayment
Word Study · Lesson 9

C Read the words in the box, then follow the directions. You can use a word more than once.

1. Write the words that have a prefix that means “not.”

________________________________________________________
________________________________________________________

2. Write the words that have a suffix that means “state of being.”

________________________________________________________
________________________________________________________

3. Write the words that have a prefix that means “before.”

________________________________________________________

D Read each question. Then circle the best answer.

1. Which word means “able to be used again”?  
   a. usable  
   b. reusable  
   c. unusable

2. Which word means “before the time of written history”?  
   a. prehistory  
   b. historical  
   c. historian

3. Which word means “no action”?  
   a. action  
   b. active  
   c. inaction

4. Which word means “twice a week”?  
   a. semiweekly  
   b. weekly  
   c. weekend

5. Which word means “something that has been stated again”?  
   a. statement  
   b. misstatement  
   c. restatement
Word Study  •  Lesson 9

E  Read each question. Then circle the best answer.

1. Which one is a young child?  
   a. preschool  
   b. presholder  
   c. schoolroom

2. Which one is really bad?  
   a. bearable  
   b. bearing  
   c. unbearable

3. Which one is against the law?  
   a. unlawful  
   b. lawyer  
   c. lawful

4. Which behavior is rude?  
   a. politely  
   b. impolitely  
   c. polite

5. Which one is an accident?  
   a. railed  
   b. railroad  
   c. derailment

F  Read the paragraphs and circle the words with both a prefix and a suffix. Then answer the questions.

Suki thought the paper cups she bought for the party were unbreakable. She didn't see the imperfection in the one she held.

"You need a replacement," said Jorge with disapproval. "That cup is unusable. It has a rip in it!"

Suki’s unhappiness showed on her face. “I’ll have to take them all back,” she said impatiently.

1. Why does Suki have to take the cups back?  _________________________________________
   ___________________________________________________________________________

2. How does Jorge feel about the cups Suki bought?  __________________________________
   ___________________________________________________________________________

3. How does Suki feel about taking the cups back?  _________________________________
   ___________________________________________________________________________
Latin Roots: ped, numer, act, port, art

Many words in English come from Latin. If you know the meaning of Latin roots, it will help you understand these words when you read.

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<thead>
<tr>
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<tbody>
<tr>
<td>ped</td>
<td>foot</td>
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</tr>
<tr>
<td>numer</td>
<td>number</td>
<td>numeral</td>
</tr>
<tr>
<td>act</td>
<td>do</td>
<td>action</td>
</tr>
<tr>
<td>port</td>
<td>carry</td>
<td>porter</td>
</tr>
<tr>
<td>art</td>
<td>skill</td>
<td>artist</td>
</tr>
</tbody>
</table>

A Study the chart above. Then use it to complete each sentence.

1. A ______________________________ is someone who carries suitcases.

2. You use your feet to ______________________________ a bike.

3. An ______________________________ is skilled at art.

4. When people take ______________________________, they do things.

5. Something that stands for a number is a ______________________________.

B Underline the Latin root in each word. Then write a meaning for the word. Use the chart above and a dictionary to help you.

1. artistic     __________________________________________________________________

2. pedestrian      __________________________________________________________________

3. numerous     __________________________________________________________________

4. active      __________________________________________________________________

5. portable     __________________________________________________________________

C Choose a word from the box to complete each sentence.

1. A base on which a statue stands is a ______________________________.

2. Ships ______________________________ goods from place to place.

3. A skilled worker is an ______________________________.
Word Study · Lesson 10

Latin Roots: ped, numer, act, port, art

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<td>porter</td>
</tr>
<tr>
<td>art</td>
<td>skill</td>
<td>artist</td>
</tr>
</tbody>
</table>

D Read the words below, then follow the directions.

1. Write the words with the Latin root that means “carry.”

   _______________________________________________________

2. Write the words with the Latin root that means “foot.”

   _______________________________________________________

3. Write the words with the Latin root that means “skill.”

   _______________________________________________________

4. Write the words with the Latin root that means “do.”

   _______________________________________________________

5. Write the words with the Latin root that means “number.”

   _______________________________________________________

E Read each question. Then circle the best answer.

1. Which one is for walkers?  
   a. thermometer  
   b. odometer  
   c. pedometer  

2. Which one is in a fraction?  
   a. numerator  
   b. operator  
   c. radiator  

3. Which one gets things going?  
   a. deactivate  
   b. activate  
   c. elevate  

4. Which one includes cars and trucks?  
   a. transparency  
   b. translation  
   c. transportation  

5. Which one is made with skill?  
   a. archer  
   b. artifact  
   c. artichoke
**Word Study · Lesson 10**

**Latin Roots: ped, numer, act, port, art**

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**Read the clues. Then use the words below to complete the puzzle.**

- actor
- exports
- portfolio
- pedaling
- moped
- numbers
- artmobile
- numerical
- artwork
- reaction

1. A container for carrying papers
   __ __ __ __ __
   L __ __

2. She is _____ to make the paddle boat move.
   __ __ __ __ __
   A __ __ __ __

3. What people hang on walls
   __ __ __ __ __
   T __ __ __ __

4. Relating to numbers
   __ __ __ __ __
   I __ __ __ __

5. An action in response to an action
   __ __ __ __ __ __
   N __ __ __ __ __

6. Goods carried out of a country for sale
   __ __ __ __ __ __
   R __ __ __ __ __

7. A van carrying art
   __ __ __ __ __ __
   O __ __ __ __ __

8. A bike with a motor
   __ __ __ __ __ __
   O __ __ __ __ __

9. Someone who does things on a stage
   __ __ __ __ __ __
   T __ __ __ __ __

10. Symbols used for counting
    __ __ __ __ __ __
    S __ __ __ __ __
Word Study · Lesson 11

Latin Roots: pop, form, ject, nav, man

Many words in English come from Latin. If you know the meaning of Latin roots, it will help you understand these words when you read.

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<td>population</td>
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<td>shape</td>
<td>formula</td>
</tr>
<tr>
<td>ject</td>
<td>throw</td>
<td>reject</td>
</tr>
<tr>
<td>nav</td>
<td>ship</td>
<td>navy</td>
</tr>
<tr>
<td>man</td>
<td>hand</td>
<td>manual</td>
</tr>
</tbody>
</table>

A

Study the chart above. Then use it to complete each sentence.

1. A branch of the armed forces with ships is a ______________________________ .
2. Work that is done by hand is ______________________________ labor.
3. The number of people in a city is its ______________________________ .
4. If you toss rotten apples away, you ______________________________ them.
5. A ______________________________ is a set of words that tells how to make something.

B

Read the words in the box, then follow the directions.

1. Write the words with the Latin root that means “throw.”
   ___________________________________________________
   ___________________________________________________

2. Write the words with the Latin root that means “hand.”
   ___________________________________________________
   ___________________________________________________

3. Write the words with the Latin root that means “shape.”
   ___________________________________________________
Word Study · Lesson 11

Latin Roots: pop, form, ject, nav, man

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<tr>
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</table>

Choose a word from the box to complete each sentence.

1. A vending machine can ________________ cans of juice.
   - manicure
   - formation
   - naval
   - eject
   - populous

2. A treatment for hands and nails is a ________________ .
   - manicure
   - formation
   - naval
   - eject
   - populous

3. A ________________ area is full of people.
   - manicure
   - formation
   - naval
   - eject
   - populous

4. A cloud is a ________________ of raindrops.
   - manicure
   - formation
   - naval
   - eject
   - populous

5. The captain of a warship is a ________________ officer.
   - manicure
   - formation
   - naval
   - eject
   - populous

Underline the Latin root in each word. Then circle the best meaning for the word.

1. popular
   - a. something you write on
   - b. liked by many people
   - c. a spicy black seasoning

2. formless
   - a. without shape
   - b. a farm worker
   - c. hardness

3. manacle
   - a. of the mind
   - b. a ruler
   - c. a handcuff

4. navigate
   - a. to begin
   - b. to steer a ship
   - c. to avoid taking sides

5. objective
   - a. quick to notice
   - b. something in the way
   - c. something you aim at
**Word Study · Lesson 11**

**Latin Roots: pop, form, ject, nav, man**

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<tr>
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<td>manual</td>
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</table>

**Read each question. Then circle the best answer.**

1. Which one do you wear?  
   a. uniform  
   b. reform  
   c. conform

2. Which one is a person?  
   a. manuscript  
   b. manager  
   c. manure

3. Which one is blue?  
   a. navy  
   b. lime  
   c. rose

4. Which one is about sadness?  
   a. perfection  
   b. correction  
   c. dejection

5. Which music is the newest?  
   a. blues  
   b. pop  
   c. folk

**Read the paragraphs and circle the words with the Latin roots from this lesson. Then answer the questions.**

Olive decided to get a haircut and a manicure.  
“Transform me,” she told the beauty shop owner. “I am going to a formal dinner on the naval base. My date is an officer in the Navy.”

The hairdresser put on her uniform. “Let’s begin,” she said. “You’ll look great when we are done.”

“Don’t worry,” added the manicurist. “You will be very popular. No one will reject you.”

1. What did Olive want at the beauty shop?  
   _______________________________________________________

2. Why did she want to look good?  
   _______________________________________________________

3. How was she treated at the shop?  
   _______________________________________________________
Latin Roots: vis/vid, dict, aud, liber, mar

Many words in English come from Latin. If you know the meaning of Latin roots, it will help you understand these words when you read.

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<tbody>
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<td>vis/vid</td>
<td>see</td>
<td>vision</td>
</tr>
<tr>
<td>dict</td>
<td>say</td>
<td>predict</td>
</tr>
<tr>
<td>aud</td>
<td>hear</td>
<td>audio</td>
</tr>
<tr>
<td>liber</td>
<td>free</td>
<td>liberty</td>
</tr>
<tr>
<td>mar</td>
<td>sea</td>
<td>marina</td>
</tr>
</tbody>
</table>

A  Study the chart above. Then use it to complete each sentence.

1. After he did his homework, Russ was at ______________________________ to play baseball.

2. Take care of your eyes because your ______________________________ is important.

3. The boat sailed from the sea to the ______________________________ to dock.

4. You can listen to ______________________________ books in the car.

5. If you ______________________________ something, you say what will happen before it does.

B  Read the words, then follow the directions.

1. Write the words with the Latin root that means “sea.”
   ______________________________

2. Write the words with the Latin root that means “free.”
   ______________________________

3. Write the words with the Latin root that means “hear.”
   ______________________________

4. Write the words with the Latin root that means “say.”
   ______________________________

5. Write the words with the Latin root that means “see.”
   ______________________________
**Word Study • Lesson 12**

**Latin Roots: vis/vid, dict, aud, liber, mar**

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<tr>
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<td>vis/vid</td>
<td>see</td>
<td>vision</td>
</tr>
<tr>
<td>dict</td>
<td>say</td>
<td>predict</td>
</tr>
<tr>
<td>aud</td>
<td>hear</td>
<td>audio</td>
</tr>
<tr>
<td>liber</td>
<td>free</td>
<td>liberty</td>
</tr>
<tr>
<td>mar</td>
<td>sea</td>
<td>marina</td>
</tr>
</tbody>
</table>

**C** Underline the Latin root in each word. Then circle the best meaning for the word.

1. contradict  
   a. to contribute  
   b. to say the opposite  
   c. to shorten a pair of words

2. marine  
   a. related to the sea  
   b. a kind of sheep  
   c. a way of doing things

3. audience  
   a. fall season  
   b. group of listeners  
   c. a sale to bidders

4. visualize  
   a. to pay a visit  
   b. to be a good person  
   c. to form a mental picture

5. liberally  
   a. happily  
   b. freely  
   c. quietly

**D** Choose a word from the box to complete each sentence.

1. A ____________________ tells you how to pronounce words.
   - visible
   - marinate
   - dictionary
   - inaudible
   - liberator

2. If something is ____________________, you can’t hear it.
   - visible
   - marinate
   - dictionary
   - inaudible
   - liberator

3. A ____________________ is someone who frees people.
   - visible
   - marinate
   - dictionary
   - inaudible
   - liberator

4. If you soak meat in a liquid, you ____________________ it.
   - visible
   - marinate
   - dictionary
   - inaudible
   - liberator

5. Things that you can see are ____________________.
   - visible
   - marinate
   - dictionary
   - inaudible
   - liberator
Word Study • Lesson 12

Latin Roots: vis/vid, dict, aud, liber, mar

Latian Root | Meaning | Example
--- | --- | ---
vis/vid | see | vision
dict | say | predict
aud | hear | audio
liber | free | liberty
mar | sea | marina

Read each question. Then circle the best answer.

1. Which one is about words?  
   a. faction  
   b. suction  
   c. diction

2. Which one shades your eyes?  
   a. visor  
   b. razor  
   c. scissor

3. Which one is a famous statue?  
   a. liberty  
   b. injury  
   c. sanity

4. Which one is for concerts?  
   a. playground  
   b. auditorium  
   c. supermarket

5. Which one moves underwater?  
   a. bicycle  
   b. submarine  
   c. airplane

Read the paragraphs and circle the words with the Latin roots from this lesson. Then answer the questions.

Sari's cat got stuck in a tree, and his meows were very audible. Bad cat! By the time Sari liberated him, she was late—late for her big chance. Sari was going to an audition for a new television show. Now she could just predict what would happen. Someone else would get the part. No! She couldn't let that happen.

Quickly, Sari jumped into her boat and sped across the marina. On her way she envisioned how she would explain her lateness and maybe get another chance.

1. Why was Sari late?  
   ______________________________________________________________

2. Where was she going?  
   _____________________________________________________________

3. Do you think she got a chance to audition? Explain.  
   _____________________________________________________________
   ___________________________________________________________________________________
**Word Study • Lesson 13**

**Greek Roots: phon, meter, geo**

Many words in English come from Greek. If you know the meaning of Greek roots, it will help you understand more words when you read.

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<tr>
<td>meter</td>
<td>measure</td>
<td>thermometer</td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
<td>geography</td>
</tr>
</tbody>
</table>

**A**

Study the chart above. Then use it to complete each sentence. You may use a word more than once.

1. A ______________ measures temperature.
2. The study of earth’s surface is called ______________.
3. In reading, you learn about ______________, the sounds that letters spell.
4. To find out how warm it is, check a ______________.
5. You learn about earth’s plains, hills, and mountains in ______________.

**B**

Choose a word from the box to complete each sentence.

| earphones | geologist | metronome | speedometer | telephone |

1. Someone who studies earth’s crust is a ______________.
2. A ______________ measures the speed of a car.
3. He used ______________ to listen to music.
4. A ______________ measures or marks time for a musician.
5. You can talk to a friend on the ______________.
Word Study · Lesson 13

Greek Roots: phon, meter, geo

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<tr>
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<td>geography</td>
</tr>
</tbody>
</table>

C Underline the Greek root in each word below. Then write a meaning for each word.
Use the chart above and a dictionary to help you.

1. geode  ____________________________________________________
2. odometer __________________________________________________
3. megaphone __________________________________________________
4. perimeter ___________________________________________________
5. geology  ____________________________________________________

D Underline the Greek root in each word. Then circle the best meaning for the word.

1. microphone
   a. instrument to make sound louder
   b. film for making small photos
   c. a kind of germ

2. pedometer
   a. someone who takes care of feet
   b. instrument to measure walking distance
   c. a triangular part of a building

3. geocentric
   a. very large
   b. related to exercise
   c. viewed from earth’s center

4. symphony
   a. place of worship
   b. music for an orchestra
   c. a sameness of feeling

5. barometer
   a. something left over
   b. instrument to measure air pressure
   c. having to do with the eye
**Word Study · Lesson 13**

**Greek Roots: phon, meter, geo**

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<td>geo</td>
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Some math words have the Greek root *meter*. Add this root to each word on the web. Then write the meaning of each word. Use the chart above and a dictionary to help you.

1. centi ________________
2. kilo ________________
3. dia ________________
4. milli ________________

Read the passage. Circle the words with the Greek roots from this lesson. Then answer the questions.

Do you know what a phonometer is? My big brother says he needs one. He wants to measure the sound when we do our homework. He thinks we make too much noise when we do our geometry and geography lessons. Of course, we think he makes too much noise when he is on his cell phone. He paces the perimeter of the room and talks in a loud voice. You'd think he had a megaphone!

1. What is a phonometer? ________________________________________________
2. Why does the big brother want one? ____________________________________
3. How do you think this family should solve this problem? ________________
Greek Roots: photo, auto, bio

Many words in English come from Greek. If you know the meaning of Greek roots, it will help you understand these words when you read.

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<td>light</td>
<td>photograph</td>
</tr>
<tr>
<td>auto</td>
<td>self</td>
<td>automobile</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>biology</td>
</tr>
</tbody>
</table>

A

Study the chart above. Then use it to complete each sentence. You may use a word more than once.

1. An ______________________ moves on its own power.

2. The study of living things is called ______________________.

3. In a ______________________, film is exposed to light.

4. You might learn about plants and animals in a ______________________ class.

5. The invention of the ______________________ changed the way people travel.

B

Choose a word from the box to complete each sentence.

| autocade | photocopier | biohazard | autograph | biography |

1. Have you ever asked a rock star to sign an ______________________?

2. A ______________________ is someone’s life story.

3. A procession of cars is an ______________________.

4. You can reproduce a photo on a ______________________.

5. A ______________________ can cause health problems.
Word Study · Lesson 14

Greek Roots: photo, auto, bio

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<td>biology</td>
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Underline the Greek root in each word. Then circle the best meaning for the word.

1. biographer
   a. writer of a life story
   b. a follower
   c. a kind person

2. photogenic
   a. a very smart person
   b. photographs well
   c. a loud sound

3. automotive
   a. a rock slide
   b. a way to measure
   c. self-moving

4. automatic
   a. relating to fall
   b. to give power
   c. self-operating

5. biome
   a. pair of field glasses
   b. community of living things
   c. field of engineering

Read the words, then follow the directions.

<table>
<thead>
<tr>
<th>telephoto</th>
<th>biopsy</th>
<th>photostat</th>
<th>automation</th>
</tr>
</thead>
<tbody>
<tr>
<td>autobus</td>
<td>biosphere</td>
<td>photocopy</td>
<td>biological</td>
</tr>
<tr>
<td>biofeedback</td>
<td>photoplay</td>
<td>photographer</td>
<td>automat</td>
</tr>
</tbody>
</table>

1. Write the words with the Greek root that means “life.”

2. Write the words with the Greek root that means “light.”

3. Write the words with the Greek root that means “self.”
Word Study · Lesson 14

Greek Roots: photo, auto, bio

<table>
<thead>
<tr>
<th>Greek Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>photo</td>
<td>light</td>
<td>photograph</td>
</tr>
<tr>
<td>auto</td>
<td>self</td>
<td>automobile</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>biology</td>
</tr>
</tbody>
</table>

Read each question. Then circle the best answer.

1. Which one is a life scientist?
   a. artist  b. violinist  c. biologist

2. Which one writes about herself?
   a. biographer  b. grasshopper  c. autobiographer

3. Which one uses light?
   a. telegraph  b. photograph  c. autograph

4. Which one is about life on earth?
   a. biosphere  b. hemisphere  c. unisphere

5. Which one is a lightbulb?
   a. flash flood  b. folklore  c. photoflash

Read the paragraph and circle the words with the Greek roots from this lesson. Then answer the questions.

The students in Miss Hull’s class were learning about careers. Jan wanted to be a photographer. Miles wanted to design automobiles. Cindy said she would be a movie star and sign autographs for fans. Other students were interested in biology and biochemistry careers. Sonny said he would be an author and write a biography for each classmate who became famous.

1. Why were the students talking about the work they wanted to do?

2. What skills do you think Miles would need for his career?

3. What advice would you give to these students about succeeding in their careers?
Greek Roots: graph, tele, cycle

Many words in English come from Greek. If you know the meaning of Greek roots, it will help you understand these words when you read.

<table>
<thead>
<tr>
<th>Greek Root</th>
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</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>write</td>
<td>autograph</td>
</tr>
<tr>
<td>tele</td>
<td>far</td>
<td>telescope</td>
</tr>
<tr>
<td>cyclo</td>
<td>wheel</td>
<td>cycle</td>
</tr>
</tbody>
</table>

A Study the chart above. Then use it to complete each sentence. You may use a word more than once.

1. The seasons come and go in a never-ending ____________________________ .

2. The soccer player signed his ____________________________ on my program.

3. You can see the stars through a ____________________________ .

4. We can ____________________________ around the park tomorrow.

5. A powerful lens helps you see through this ____________________________ .

B Underline the Greek root from this lesson in each word. Then write a meaning for the word. Use the chart above and a dictionary to help you.

1. recycle __________________________________________________________________________

2. telephoto _______________________________________________________________________

3. telephone _______________________________________________________________________

4. graphic _________________________________________________________________________

5. graphite _________________________________________________________________________
Word Study · Lesson 15

Greek Roots: graph, tele, cycle

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>cyclo</td>
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</tbody>
</table>

C Choose a word from the box to complete each sentence.

cyclical  telegram  graphology  cyclist  televise

1. What station will ________________________ the game tonight?
2. Selling bathing suits is a ________________________ business.
3. In the old movie, people sent messages by ________________________ .
4. The study of handwriting is called ________________________ .
5. In a race, each ________________________ rides as part of a team.

D Some words have more than one Greek part. Write each Greek part for the words below.

1. geography ________________________ 4. telemeter ________________________
2. telegraph ________________________ 5. telephoto ________________________
3. autograph ________________________

E Read each question. Then circle the best answer.

1. Which one is a person?  a. geographic  b. geographer  c. geography
2. Which one is a storm?  a. cyclone  b. cycling  c. unicycle
3. Which one is a machine?  a. telegenic  b. teledrama  c. television
4. Which one has wheels?  a. triceps  b. tricycle  c. triangle
**Word Study • Lesson 15**

**Greek Roots: graph, tele, cycle**

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</tr>
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<td>wheel</td>
<td>cycle</td>
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</tbody>
</table>

Read the clues, then use the words below to complete the puzzle.

- telegraph
- bicyclist
- graphic
- telephone
- bicycle
- phonograph
- biography
- autograph
- televise
- telescope

1. A machine you play records on — — — — — — — — — —
2. Someone’s life story — — — — — — — — — —
3. Bike is short for the word ___. — — — — — — — —
4. Relating to written material — — — — — — — —
5. What you use to call someone — — — — — — — — — —
6. An outdated way of sending short messages — — — — — — — —
7. An instrument for looking at stars. — — — — — — — —
8. Someone’s signature — — — — — — — — — —
9. To put something on television — — — — — —
10. Someone who rides a bike — — — — — — — —
**Word Study • Lesson 16**

---

### Greek and Latin Number Roots

Many Greek and Latin roots are related to numbers. If you know the meaning of these roots, it will help you understand words containing them when you read.

<table>
<thead>
<tr>
<th>Greek Root</th>
<th>Latin Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>monos</td>
<td>unus/uni</td>
<td>one</td>
<td>monorail</td>
</tr>
<tr>
<td></td>
<td>bi</td>
<td>two</td>
<td>bicycle</td>
</tr>
<tr>
<td>tri</td>
<td></td>
<td>three</td>
<td>triplex</td>
</tr>
<tr>
<td>quartus</td>
<td></td>
<td>four</td>
<td>quartet</td>
</tr>
<tr>
<td>decem</td>
<td></td>
<td>ten</td>
<td>decade</td>
</tr>
<tr>
<td>centum</td>
<td></td>
<td>hundred</td>
<td>century</td>
</tr>
</tbody>
</table>

---

**A** Study the chart above. Then use it to complete each sentence.

1. *Tri* means “three,” so a triplex has ______________________________ floors.
2. *Quartus* means “four,” so a quartet has ______________________________ members.
3. *Centum* means “hundred,” so a century has one ______________________________ years.
4. *Monos* means “one,” so a monorail has one ______________________________ rail.
5. *Uni* means “one,” so a unicorn has ______________________________ horn.
6. *Bi* means “two,” so a bicycle has ______________________________ wheels.
7. *Decem* means “ten,” so a decade has ______________________________ years.

---

**B** Circle the number root in each word below. Then write the meaning of the root.

1. centipede __________________________________________
2. bisect ____________________________________________
3. monopoly __________________________________________
4. triple _____________________________________________
5. biweekly __________________________________________
6. union _____________________________________________
7. trio _______________________________________________
Word Study · Lesson 16

Greek and Latin Number Roots

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<tr>
<td></td>
<td></td>
<td>hundred</td>
<td>century</td>
</tr>
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</table>

Choose a word from the box to complete each sentence.

decagon    unanimous   quadruplet  centenarian  bilingual  trident  monocle

1. A ______________________________ is someone who is 100 years old.
2. A ______________________________ has three prongs.
3. When a vote is ______________________________ , all vote as one.
4. A ______________________________ is an eyeglass for one eye.
5. A ______________________________ is one of four children born at the same time.
6. Someone who can speak two languages is ______________________________ .
7. A ______________________________ has ten sides and ten angles.

Use the chart at the top of the page to help you answer each question.

1. How many points in a quadrangle? _______________________________________
2. How many wheels on a unicycle? __________________________________________
3. How many subjects in a monograph? _______________________________________
4. How many books in a trilogy? _____________________________________________
5. How many events for an athlete in a decathlon? _____________________________
6. How many centimeters in a meter? _________________________________________
**Word Study • Lesson 16**

### Greek and Latin Number Roots

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<td></td>
<td>centum</td>
<td>ten</td>
<td>decade</td>
</tr>
</tbody>
</table>

**Read each question. Then circle the best answer.**

1. Which tooth has two cusps?  
   a. incisor  
   b. molar  
   c. bicuspid

2. Which group is a threesome?  
   a. twins  
   b. triplets  
   c. dozen

3. Which poem has four lines?  
   a. couplet  
   b. quatrain  
   c. haiku

4. Which one has the fewest syllables?  
   a. compound  
   b. monosyllable  
   c. multisyllable

5. Which one is a quadruped?  
   a. horse  
   b. chicken  
   c. octopus

**Read the paragraphs and circle the words with Greek or Latin number roots. Then answer the questions.**

Our town is about to celebrate its centennial. The school band has new uniforms for marching in the parade. I plan to borrow my uncle’s binoculars to watch the bands and floats go by.

There will be other entertainment as well. I read about a barbershop quartet, a brass trio, and even a unicycle act. After that there will be a stand-up comedian who does a funny monologue. I can’t wait!

1. Why is the town planning so much entertainment?  
   ___________________________________

2. How does the writer plan to see things?  
   ___________________________________

3. When will the town celebrate its next centennial?  
   ___________________________________
**Word Study · Lesson 17**

**Plurals**

The plural form of a noun is spelled differently than the singular form. When you read, look to see if a noun is singular or plural.

<table>
<thead>
<tr>
<th>Type of Plural</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most plural nouns have an s at the end.</td>
<td>books</td>
</tr>
<tr>
<td>Nouns that end in sh, ch, x, s, or ss have es at the end for their plural form.</td>
<td>dishes, lunches, boxes, circuses, guesses</td>
</tr>
<tr>
<td>Nouns that end in a consonant and y drop the y and have ies at the end for their plural form.</td>
<td>pennies</td>
</tr>
</tbody>
</table>

**A** Study the chart above. Then use it to help you find and circle the plural noun in each sentence.

1. Ming put the dishes on the table.
2. How many peaches did you bring to the picnic?
3. The teacher read two stories aloud.
4. The buses were lined up by the curb.
5. The boys ran into the gym.
6. Kevin put his glasses in a case.
7. The mailboxes are in the lobby.

**B** Write the plural form for each word below. Use the chart to help you.

1. berry ________________________ 5. match ________________________
2. mess ________________________ 6. octopus ________________________
3. mix ________________________ 7. eyelash ________________________
4. computer ________________________ 8. hobby ________________________
**Word Study • Lesson 17**

Plurals

<table>
<thead>
<tr>
<th>Type of Plural</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most plural nouns have an <em>s</em> at the end.</td>
<td>books</td>
</tr>
<tr>
<td>Nouns that end in <em>sh</em>, <em>ch</em>, <em>x</em>, <em>s</em>, or <em>ss</em> have</td>
<td>dishes, lunches, boxes,</td>
</tr>
<tr>
<td><em>es</em> at the end for their plural form.</td>
<td>circuses, guesses</td>
</tr>
<tr>
<td>Nouns that end in a consonant and <em>y</em> drop the <em>y</em></td>
<td>pennies</td>
</tr>
<tr>
<td>and have <em>ies</em> at the end for their plural form.</td>
<td></td>
</tr>
</tbody>
</table>

C Fill in the circle next to the word that best tells about each picture.

1. ☐ puppy       ☐ fixed
   ☐ poppy        ☐ brushes
   ☐ puppies      ☐ brushes

2. ☐ brush
   ☐ bush
   ☐ fixes
   ☐ foxes
   ☐ fox

3. ☐ fixes
   ☐ foxes
   ☐ fox
   ☐ chuckles
   ☐ dresses

4. ☐ walrus
   ☐ walnut
   ☐ walruses

5. ☐ church
   ☐ churches
   ☐ chuckles
   ☐ dresses

6. ☐ dress
   ☐ dishes
   ☐ dresses
   ☐ dresses

D Circle the correct word to complete each sentence.

1. Noah played several _____ on the piano.
   melody        melodies

2. The girls planned to go to the _____ on Saturday.
   beach         beaches

3. There were three _____ to the accident.
   witness       witnesses

4. People pay state and federal _____ in April.
   tax           taxes

5. The flowers were in a large _____.
   basket        baskets
Word Study · Lesson 17

Plurals

Type of Plural | Examples
--- | ---
Most plural nouns have an *s* at the end. | books
Nouns that end in *sh*, *ch*, *x*, *s*, or *ss* have *es* at the end for their plural form. | dishes, lunches, boxes, circuses, guesses
Nouns that end in a consonant and *y* drop the *y* and have *ies* at the end for their plural form. | pennies

Complete the chart below with the missing forms of each word.

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>trophy</td>
</tr>
<tr>
<td>2.</td>
<td>recesses</td>
</tr>
<tr>
<td>3.</td>
<td>index</td>
</tr>
<tr>
<td>4.</td>
<td>coach</td>
</tr>
<tr>
<td>5.</td>
<td>creature</td>
</tr>
<tr>
<td>6.</td>
<td>wishes</td>
</tr>
</tbody>
</table>

Read the paragraphs and circle the plural nouns. Then answer the questions.

A few science classes from our school visited the zoo yesterday. Our first stop was to see the hippopotamuses. We also saw some lion cubs. They were cute, but it would be wrong to think of them as cuddly kittens! The walruses entertained us with their diving, and the ostriches just stared. In one display, we saw butterflies. Another building housed birds from all over. They were either flying around or hopping on their perches.

Back at school, our teacher showed us atlases, and we looked up the countries from which many of the animals came.

1. Why do you think the students visited the zoo? ____________________________

2. What were the largest animals they saw? ____________________________

3. Why did the students look at atlases? ____________________________
More Plurals

The plural form of a noun is usually spelled differently than the singular form. When you read, look to see if a noun is singular or plural.

<table>
<thead>
<tr>
<th>Type of Plural</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Nouns that end in <em>f</em> or <em>fe</em> usually change those letters to <em>ves</em> for their plural form.</td>
<td>leaves, wives</td>
</tr>
<tr>
<td>Some nouns have irregular plurals.</td>
<td>men</td>
</tr>
<tr>
<td>Some nouns have the same spelling in their singular and plural forms.</td>
<td>deer, moose, fowl</td>
</tr>
</tbody>
</table>

A Study the chart above. Then use it to find and circle the plural noun in each sentence.

1. Josie cut the apple into halves.
2. The two chairmen met to discuss the problem.
3. The display had eight reindeer in it.
4. The salesmen in the store were all busy.
5. How many lives did the doctor save?
6. The women attended a meeting.

B Write the plural form of each word below. Use a dictionary to help you.

1. child ___________________________
2. salmon ___________________________
3. trout ___________________________
4. foot ___________________________
5. ox ___________________________
6. tooth ___________________________
7. sheep ___________________________
8. mouse ___________________________
More Plurals

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</tr>
</tbody>
</table>

Fill in the circle next to the word that best tells about each picture.

1.  
   - loaf
   - leaf
   - loaves

2.  
   - man
   - men
   - mens

3.  
   - feets
   - foot
   - feet

4.  
   - calf
   - calfs
   - calves

5.  
   - wolf
   - wolves
   - worlds

6.  
   - scarf
   - scarfs
   - scarves

Circle the correct word to complete each sentence.

1. In the fall we have to rake so many _____.
   - leaf leaves

2. We went down to the _____ to see the boats.
   - wharf wharves

3. How many _____ are in that fairy tale?
   - elf elves

4. The wagon was pulled by a team of _____.
   - ox oxen

5. Did you know there are _____ in the barn?
   - mouse mice
**More Plurals**

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**Complete the chart below with the missing form of each word.**

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<tr>
<td>selves</td>
<td></td>
</tr>
<tr>
<td>thief</td>
<td></td>
</tr>
<tr>
<td>salmon</td>
<td></td>
</tr>
<tr>
<td>knife</td>
<td></td>
</tr>
<tr>
<td>child</td>
<td></td>
</tr>
</tbody>
</table>

**Read the paragraphs and circle the plural nouns. Then answer the questions.**

My grandfather gave the children in our family a painting. It is a farm scene with oxen, sheep, and fowl, such as geese, in a barnyard. Two calves stand near the fence, their hooves deep in mud.

On the outside of the fence is a tree with dark green leaves. Beneath the tree are two wolves. Will these thieves attack? Will their sharp teeth take the lives in the barnyard? This painting has always made me think.

1. What kind of scene does the painting show? _______________________________

2. What is the danger lurking in the picture? ________________________________

3. Why does the painting make the writer think? ______________________________
## Word Study · Lesson 19

### Plurals and Possessives
When you read, be sure not to confuse plural nouns with possessive nouns. Possessive nouns show ownership and have an apostrophe.

<table>
<thead>
<tr>
<th>Kind of Possessive</th>
<th>Examples</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular possessive nouns end in an apostrophe (') and s.</td>
<td>the dog’s bone</td>
<td>bone belonging to the dog</td>
</tr>
<tr>
<td></td>
<td>Manny’s hat</td>
<td>hat belonging to Manny</td>
</tr>
<tr>
<td>Most plural possessive nouns end in s and an apostrophe (‘).</td>
<td>the girls’ house</td>
<td>house belonging to the girls</td>
</tr>
<tr>
<td></td>
<td>the pennies’ luster</td>
<td>luster of the pennies</td>
</tr>
<tr>
<td>Plural nouns that do not end in s end in an apostrophe (’) and s.</td>
<td>the women’s coats</td>
<td>coats belonging to the women</td>
</tr>
</tbody>
</table>

**A** Study the chart above. Then read each sentence and underline the possessive noun. Write S or P to tell if the possessive noun is singular or plural.

1. We saw the lions’ den at the zoo. ______
2. The author’s voice is very clear in this book. ______
3. The men’s feet were very dirty from the muddy field. ______
4. Was the story’s ending a surprise to you? ______
5. The players’ equipment is ready to be loaded onto the buses. ______

**B** Read each sentence. Then tell who the owner is and what belongs to the owner.

<table>
<thead>
<tr>
<th>Owner</th>
<th>What Is Owned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tessa’s dog ran away yesterday.</td>
<td></td>
</tr>
<tr>
<td>2. Did you borrow the boys’ sled?</td>
<td></td>
</tr>
<tr>
<td>3. The berries’ color is a brilliant blue.</td>
<td></td>
</tr>
<tr>
<td>4. Mom wanted to look at the children’s clothes.</td>
<td></td>
</tr>
<tr>
<td>5. These are my friend’s mice.</td>
<td></td>
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Plurals and Possessives

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<td>the dog’s bone</td>
<td>bone belonging to the dog</td>
</tr>
<tr>
<td>Manny’s hat</td>
<td>hat belonging to Manny</td>
<td></td>
</tr>
<tr>
<td>Most plural possessive nouns end in s and an apostrophe (’).</td>
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<td>house belonging to the girls</td>
</tr>
<tr>
<td>the pennies’ luster</td>
<td>luster of the pennies</td>
<td></td>
</tr>
<tr>
<td>Plural nouns that do not end in s end in an apostrophe (’) and s.</td>
<td>the women’s coats</td>
<td>coats belonging to the women</td>
</tr>
</tbody>
</table>

Read each sentence. Then write any plural nouns or possessive nouns you find.

Plural Nouns | Possessive Nouns
---|---
1. The girls tried not to walk on the neighbor’s lawn. | |
2. The doctors’ offices are on that street. | |
3. A lot of relatives are coming to my aunt’s party. | |
4. The men’s team lost two games. | |
5. A spider’s web can trap many insects. | |

Write a sentence using each of the words below.

1. reindeers’ _______________________________________________________________________
2. Craig’s __________________________________________________________________________
3. sidewalks’ _______________________________________________________________________
4. daisy’s __________________________________________________________________________
5. puppies’ _______________________________________________________________________

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**Word Study · Lesson 19**

### Plurals and Possessives

<table>
<thead>
<tr>
<th>Kind of Possessive</th>
<th>Examples</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
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### Circle the correct word to complete each sentence.

1. At the farm the guests rode on ____ .
   - ponies
   - pony’s
   - ponies’

2. We read several ____ diaries in history class.
   - explorers
   - explorers’
   - explorer’s

3. The ____ point was not sharp enough.
   - pencils
   - pencil’s
   - pencils’

4. He entered the ____ locker room.
   - mens
   - mens’
   - men’s

5. Julie loved the way that ____ hair was done.
   - actress’
   - actresses
   - actress’s

### Read the paragraph and circle the possessive nouns. Then answer the questions.

In the field behind our neighbor’s garage is a bluebird’s house. Some workers from the Nature Society’s headquarters put it up last spring. We use my father’s binoculars to watch the scene. Since the birds’ nest is in the little house, it’s hard to see the mother’s eggs. We can hear the parents scolding, though, when someone gets too near.

1. Where is the birdhouse?  __________________________________________________________
   ____________________________________________________________________________

2. Why is it hard to see the birds?  ________________________________________________
   ____________________________________________________________________________

3. Why don’t the birds want anyone near the house?  _________________________________
   ____________________________________________________________________________
Word Study • Lesson 20

Word Endings

When an ending is added to a word, the word’s meaning changes. Pay attention to word endings when you read.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Ending</th>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb</td>
<td>-ed</td>
<td>past tense (action takes place in past)</td>
<td>walk + ed = walked</td>
</tr>
<tr>
<td>adjective or adverb</td>
<td>-er</td>
<td>comparative (compares 2 things)</td>
<td>tall + er = taller</td>
</tr>
<tr>
<td>adjective or adverb</td>
<td>-est</td>
<td>superlative (compares more than 2 things)</td>
<td>tall + est = tallest</td>
</tr>
</tbody>
</table>

A
Study the chart above. Then read each sentence and underline the verb, adjective, or adverb with an ending. Write the form of the word on the line.

1. Delaware is smaller than Vermont. _____________________
2. Winter is the coldest season. _____________________
3. One clown tossed a pie at a second clown. _____________________
4. Della opened the bedroom window. _____________________
5. Those geese make the loudest sound I have ever heard. _____________________
6. The boy dove deeper than his friend did. _____________________

B
Read each question. Then circle the best answer.

1. Which one has already happened? a. pull b. puller c. pulled
2. Which one is fastest? a. quicker b. quickest c. quick
3. Which one compares two temperatures? a. warm b. warmer c. warmest
4. Which one is the highest? a. tall b. taller c. tallest
5. Which sound is over? a. roared b. roar c. roars
Word Study · Lesson 20

Word Endings

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</table>

C Circle the correct word to complete each sentence.

1. That was the ____ test we ever had.  harder  hardest
2. Is Jessica ____ than Emily?  older  oldest
3. The train left ____ than expected.  later  latest
4. Elm Street is ____ than Oak Street.  narrower  narrowest
5. Wade is the ____ runner in the class.  fast  fastest
6. The tree in the middle grew the ____ of all.  straighter  straightest

D Fill in the circle next to the word that best tells about each picture.

1.  ○ long  ○ longer  ○ longest
2.  ○ full  ○ fuller  ○ fullest
3.  ○ short  ○ shorter  ○ shortest
Word Study • Lesson 20

Word Endings

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<td></td>
<td></td>
<td>(compares more than 2 things)</td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence using each of the words below.

1. explained _______________________________________________________________________
2. lighter __________________________________________________________________________
3. heaped __________________________________________________________________________
4. greatest _________________________________________________________________________
5. danced __________________________________________________________________________

Read the clues, then complete the puzzle.

1. past tense of wait
   W __ __ __ __ __
2. comparative form of strong
   __ __ __ __ __
3. superlative form of bright
   __ __ __ __ __ __ __ __ __
4. superlative form of dark
   __ __ __ __ __ __ __
5. past tense of help
   __ __ __ __ __ __ __ __ __
6. past tense of answer
   __ __ __ __ __ __ __ __ __
7. past tense of add
   __ __ __ __ __ __ __
8. comparative form of wild
   __ __ __ __ __ __ __
9. superlative form of soon
   __ __ __ __ __ __ __
10. past tense of gobble
    __ __ __ __ __ __ __
**Word Study · Lesson 21**

**Contractions**

A contraction is formed when two words are put together and some letters are left out. An apostrophe (') replaces the missing letters.

<table>
<thead>
<tr>
<th>Words</th>
<th>Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
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</tr>
<tr>
<td>is not</td>
<td>isn’t</td>
</tr>
<tr>
<td>do not</td>
<td>don’t</td>
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</table>

A

Underline the contraction in each sentence. Then write the two words that make up the contraction.

1. We’ll have dinner at six tonight. _________________ _________________
2. When you’re in town, please buy me a paper. _________________ _________________
3. Sara can’t come to the party. _________________ _________________
4. That wasn’t a good joke. _________________ _________________
5. How’s your mother feeling? _________________ _________________
6. Ask Mac to tell us when he’ll be here. _________________ _________________

B

Draw a line to match each pair of words to its contraction.

1. were not  a. she’d
2. we have    b. won’t
3. she would  c. there’s
4. will not   d. weren’t
5. has not    e. hasn’t
6. there is   f. we’ve
7. must not   g. should’ve
8. should have h. mustn’t
Word Study · Lesson 21

Contractions

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C Write a contraction for each set of words below.

1. we would _________________
2. I have _________________
3. we are _________________
4. does not _________________
5. she is _________________
6. where is _________________
7. they have _________________
8. let us _________________
9. I will _________________
10. he had _________________

D Circle a pair of words in each sentence that could form a contraction. Then write the contraction.

1. If you will call me, we can plan our shopping trip. _________________
2. Nora can not finish her paper on time. _________________
3. Where is the dish I use for the cat? _________________
4. Mr. Foster found the place where they have been digging. _________________
5. The guests have not been served dinner yet. _________________
6. Please do not walk on the clean floor with dirty shoes. _________________
Word Study • Lesson 21

Contractions

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</table>

Read each question. Then circle the best answer.

1. Which one is negative?  
   a. you’re  
   b. aren’t  
   c. that’s  

2. Which one is short for will?  
   a. they’d  
   b. they’ve  
   c. they’ll  

3. Which one is in the present?  
   a. she’s  
   b. she’d  
   c. she’ll  

4. Which one is in the past?  
   a. hadn’t  
   b. hasn’t  
   c. isn’t  

5. Which one is in the future?  
   a. I’d  
   b. I’ll  
   c. I’m  

Read the paragraph and circle the words with contractions. Then answer the questions.

We’re rushing around the house in a giddy mood. My parents haven’t said anything, but I know they’ll soon speak out. I’m not sure what I’ll tell them. There’s really nothing very funny happening. It’s just that exams are over, and that’s such a relief. My brother can’t stop singing, and he doesn’t have a very good voice. Wendy’s hopeless with laughter. She’s making me giggle too. I guess we’ve all been under a lot of stress.

1. Why are the kids in a giddy mood?

__________________________________________________________________________________

2. Why might their parents wonder what’s going on?

__________________________________________________________________________________

3. What causes you to get silly?

__________________________________________________________________________________
Easily Confused Words

Some words sound alike and are easily confused.

<table>
<thead>
<tr>
<th>Easily Confused Words</th>
<th>Contraction</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>you’re and your</td>
<td>Call us when you’re home.</td>
<td>Here is your hat.</td>
</tr>
<tr>
<td>it’s and its</td>
<td>I think it’s late.</td>
<td>What is its name?</td>
</tr>
<tr>
<td>who’s and whose</td>
<td>Who’s coming with me?</td>
<td>Whose painting is that?</td>
</tr>
<tr>
<td>they’re and their</td>
<td>They’re at the seashore.</td>
<td>The students read their books.</td>
</tr>
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</table>

A

Study the chart above. Then read each sentence and write Contraction or Possessive to identify the underlined word.

1. Is that your sister who’s in the kitchen? __________________________
2. The singers will stand when it is their turn to perform. __________________________
3. The dog scratched its head. __________________________
4. Maud thinks it’s too late to take a walk. __________________________
5. Are these your mittens? __________________________
6. I wonder whose car is in our driveway. __________________________
7. The Bentons said they’re giving a party. __________________________
8. I hope you’re feeling better. __________________________

B

Circle the correct word to complete each sentence.

1. Carmine got a new skateboard, and _____ great. its it’s
2. Do you think _____ going to win this game? they’re their
3. Dad, _____ away on business, sent me a postcard. who’s whose
4. The cow flicked _____ tail. its it’s
5. Let us know if _____ going to need a ride. you’re your
**Word Study • Lesson 22**

### Easily Confused Words

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<tr>
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</table>

**C** Find the mistake in each sentence below. Then rewrite the sentence so it is correct.

1. Do you think its too hot to go to your dance class?  ____________________________
   ___________________________________________________________________________

2. Your going to be sorry for breaking their glass. ____________________________
   ___________________________________________________________________________

3. I think their going to visit the people whose dog got loose. ____________________
   ___________________________________________________________________________

4. Whose the actress in the show with your uncle? ____________________________
   ___________________________________________________________________________

5. Their team won it’s first game this season. ____________________________
   ___________________________________________________________________________

**D** Write a sentence using each of the words below.

1. whose   ___________________________________________________________________

2. their   ___________________________________________________________________

3. your    ___________________________________________________________________

4. it’s    ___________________________________________________________________

5. you’re  ___________________________________________________________________
**Word Study • Lesson 22**

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</tbody>
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**E** Read each question. Then circle the best answer.

1. Which one is a contraction?  
   a. they’re  
   b. there  
   c. their

2. Which one is a possessive?  
   a. whose  
   b. who  
   c. who’s

3. Which one means “belonging to you”?  
   a. you  
   b. you’re  
   c. your

4. Which one is two words together?  
   a. its  
   b. it  
   c. it’s

5. Which one means “you are”?  
   a. you  
   b. your  
   c. you’re

**F** Read the paragraphs and circle the words from this lesson. Then answer the questions.

It’s been a busy morning for Rowdy. First he had to wake Paul, in whose room he sleeps. Then they played their usual game of tug-the-blanket.

“Who’s ready for breakfast?” called Paul’s mom. “It’s late,” she said. “Hurry, or you’re going to miss the bus. And don’t forget your math book!”

Paul and Rowdy raced to the bus stop just as the bus came into view, its warning lights blinking. Once Paul was on the bus, Rowdy went home. He looked for his toys. “They’re in your box,” Paul’s mother told him. Rowdy found his monkey and grabbed it by its tail. He played for awhile and then took a nap.

1. Who is Rowdy? _____________________________________________

2. How does Rowdy’s day differ from Paul’s? _____________________________________________

3. Where do you think Rowdy will be when Paul comes home? ___________________________

__________________________________________
Syllables
Words can be divided into syllables. A syllable has one vowel sound. You can use syllables to help you break down an unfamiliar word for reading and pronunciation. Syllables have different spelling patterns. In many words, each syllable ends in a consonant.

<table>
<thead>
<tr>
<th>Word</th>
<th>Number of Vowel Sounds</th>
<th>Number of Syllables</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>1 vowel sound</td>
<td>1 syllable</td>
<td>can</td>
</tr>
<tr>
<td>candid</td>
<td>2 vowel sounds</td>
<td>2 syllables</td>
<td>can did</td>
</tr>
</tbody>
</table>

A
Count the vowel sounds and write the number of syllables in each word below.

1. zigzag _______
2. yelled _______
3. magnet _______
4. dug _______
5. pocket _______
6. wonderful _______
7. bent _______
8. puppet _______
9. singing _______
10. cucumber _______
11. different _______
12. atlas _______

B
Read each word below. Write the two syllables in the word. Use a dictionary to help you.

1. contest ___________ ___________
2. tidbit ___________ ___________
3. fossil ___________ ___________
4. attic ___________ ___________
5. velvet ___________ ___________
6. cutlet ___________ ___________
7. robin ___________ ___________
8. victim ___________ ___________
9. picnic ___________ ___________
10. blister ___________ ___________
Word Study · Lesson 23

Syllables

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<td>2 vowel sounds</td>
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<td>can</td>
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</table>

C Add the syllable on the left to each syllable in the row to form new words.

1. sun ________tan ________down ________set
2. com ________mon ________et ________ic
3. den ________im ________tist ________tal
4. sad ________dle ________der ________den
5. can ________yon ________vas ________cer

D For each group of syllables below, add a syllable from the box to form new words.

<table>
<thead>
<tr>
<th>mit</th>
<th>tor</th>
<th>et</th>
<th>son</th>
</tr>
</thead>
</table>

1. rock + ________
   tick + ________
   blank + ________

2. trac + ________
   hec + ________
   fac + ________

3. sub + ________
   ad + ________
   trans + ________

4. crim + ________
   les + ________
   ar + ________
Word Study · Lesson 23

Syllables

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<td>can did</td>
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</table>

Read the clue and circle the correct word.

1. I am a compound word with two syllables.  
   a. caterpillar  
   b. catnip  
   c. cat

2. I am a two-syllable word with a prefix.  
   a. expect  
   b. expected  
   c. even

3. I am a three-syllable word with a suffix.  
   a. amaze  
   b. maze  
   c. amazement

4. I am a one-syllable word with a long vowel sound.  
   a. main  
   b. man  
   c. maintain

5. I am a two-syllable word in plural form.  
   a. penny  
   b. pennies  
   c. pen

Read the paragraph and circle at least five two-syllable words. Then answer the questions.

Mr. Matlet approached his favorite bench. His steps were slow and halting, but he was in no rush. Settling onto the wooden bench, he looked at the summer scene. The basketball courts were buzzing with pickup games as kids from the nearby apartments jostled for the ball. A small child pointed as her mother pushed her by in a stroller. A couple went by holding hands. The singsong chant of a jumprope game could be heard from one corner. Mr. Matlet nodded and grinned as he opened his paper.

1. Where is Mr. Matlet? ______________________________________________________________

2. How does he feel about the place? ________________________________________________________

3. Has he been here before? Explain. _______________________________________________________

4. A good title for this paragraph would be ________________________________________________.
More Syllables

Words can be divided into syllables. A syllable has one vowel sound. You can use syllables to help you break down an unfamiliar word for reading and pronunciation. Syllables have different spelling patterns. Many words end in a consonant followed by a vowel sound spelled -le, -al, or -el.

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<td>2 syllables</td>
<td>mid dle</td>
</tr>
<tr>
<td>rebel</td>
<td>2 vowel sounds</td>
<td>2 syllables</td>
<td>re bel</td>
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A Count the vowel sounds and write the number of syllables in each word below.

1. fable _________
2. jumble _________
3. maternal _________
4. illegal _________
5. pedal _________
6. bugle _________
7. curable _________
8. fizzle _________
9. nickel _________
10. mislabel _________
11. rental _________
12. unable _________

B Read each word below. Write the two syllables in the word. Use a dictionary to help you.

1. jingle ___________ ___________
2. petal ___________ ___________
3. vocal ___________ ___________
4. swivel ___________ ___________
5. sample ___________ ___________
6. twinkle ___________ ___________
7. chapel ___________ ___________
8. jackal ___________ ___________
9. mussel ___________ ___________
10. battle ___________ ___________
**Word Study • Lesson 24**

### More Syllables

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<th>Number of Syllables</th>
<th>Example</th>
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<td>2 syllables</td>
<td>glob al</td>
</tr>
<tr>
<td>middle</td>
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<td>mid dle</td>
</tr>
<tr>
<td>rebel</td>
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<td>re bel</td>
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</tbody>
</table>

C **Add the syllable on the left to each syllable in the row to form new words.**

1. ble   scrib_______   mar_______   wob_______
2. el    mod_______     shriv_______   chis_______
3. tal   men_______     bru_______     por_______
4. gle   gog_______     jun_______     bea_______
5. tle   bus_______     set_______     tat_______

D **Read the clue and circle the correct word.**

1. I am a two-syllable word that ends in zle. a. sizzling   b. sizzle   c. sizzled
2. I am a two-syllable word that ends in al. a. gerbil     b. yokel     c. local
3. I am a three-syllable word that ends in ble. a. remember   b. resemble   c. regal
4. I am a two-syllable word that ends in nel. a. kernel     b. journal   c. snivel
5. I am a four-syllable word that ends in el. a. mislabel   b. vehicle   c. pumpernickel
**Word Study · Lesson 24**

**More Syllables**

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Below are some common syllables. For each syllable, write two words that include that syllable. Use a dictionary to check your work.

1. _______________________________________________________________
2. _______________________________________________________________
3. _______________________________________________________________
4. _______________________________________________________________
5. _______________________________________________________________

Read the paragraph and circle at least five two-syllable words and five three-syllable words. Then answer the questions.

The Riddlesons went to the state fair on Wednesday. Jack was full of excitement and ran straight to see the farm animals. The horses, cattle, pigs, and sheep were in big barns. Sara got a popsicle on a stick, and Mom bought some homemade apple strudel. Uncle Mike won a bunch of purple balloons at a game booth. The whole family rode on the carousel, but only Sara and her dad were brave enough to go on the Rattling Roller Coaster.

1. In what season do you think the state fair was held? Why? ______________________________
   __________________________________________________________________________________

2. What did Jack see first? ______________________________________________________________

3. Who do you think is older, Sara or Jack? Why? ______________________________
   __________________________________________________________________________________
Answer Key

LESSON 1


Page 10: B. 1. informal 2. disobey 3. underpay 4. movement 5. hardship


Page 13: C. 1. over; do too much, tip too much, bake too much 2. re; heat again, find again 3. un; good, happy, kind 4. mis; name incorrectly, lead in a wrong way, number in a wrong way D. 1. recall 2. uneven 3. overflow 4. subplot 5. misread

Page 14: E. 1. b 2. a 3. c 4. a 5. c F. unclean, overslept, misjudged, subtitle, unsure, restate 1. It happens in a school. 2. He asked Alice a question. 3. She came in late and doesn’t know where the class is in the book.

LESSON 4
Page 15: A. 1. informal 2. disobey 3. underpay 4. defrost 5. forewarn B. 1. in; not direct 2. de; take away control 3. dis; not like 4. under, below age 5. fore, tell beforehand 6. dis; not honest 7. fore; in the front 8. de; take from a throne 9. under; too few clothes B. 1. b 2. a 3. c 4. c 5. b D. 1. incorrect 2. defog 3. undercharge 4. displease 5. foresee E. 1. c 2. b 3. a 4. a 5. b F. forenoon, underbody, disabled, insane, discontinue, disembark, foremost 1. It got stuck in the weeds. 2. He seemed upset. 3. Mom said to put on life jackets.

LESSON 5

Page 21: A. 1. writer 2. sadly 3. washable 4. rudeness 5. joyful 6. ful; grace, hope, pain 7. mis; use 8. ly; in a rapid way, in a neat way, in a quiet way 3. able: can be fixed, can be drunk, can be beaten 4. er: person who is a banker, person who is a builder, person who is a climber D. 1. inventor 2. quickly 3. shyness 4. careful 5. breakable

Page 22: C. 1. full; full of grace, full of hope, full of cheer 2. ly; in a rapid way, in a neat way, in a quiet way 3. able: can be fixed, can be drunk, can be beaten 4. er: person who is a banker, person who is a builder, person who is a climber D. 1. inventor 2. quickly 3. shyness 4. careful 5. breakable

Page 23: E. 1. b 2. a 3. b 4. c 5. b F. naturalist, contentment, timeless, environment, lucky, enjoyment, internship, ranger, leafy, arrangement 1. She finds great contentment in it. 2. He describes a desert and a forest environment. 3. Answers will vary. Possible: It is cooler.

LESSON 6

Page 25: A. 1. b 2. a 3. c 4. c 5. b D. 1. nameless 2. journalist 3. steamy 4. appointment 5. friendship

Page 26: E. 1. b 2. a 3. b 4. c 5. b F. naturalist, contentment, timeless, environment, lucky, enjoyment, internship, ranger, leafy, arrangement 1. She finds great contentment in it. 2. He describes a desert and a forest environment. 3. Answers will vary. Possible: It is cooler.

LESSON 8
Page 27: A. 1. collection 2. assistant 3. seasonal 4. knighthood 5. marvelous

Page 28: C. 1. contest 2. coastal 3. childhood 4. dangerous 5. attraction D. 1. motherhood 2. original 3. correction 4. adventurous 5. president
Page 29: E. 1. b 2. a 3. a 4. c 5. b F. boyhood, servant, thunderous, champion, reaction, educational, knighthood 1. He was a servant to a knight. 2. The knight was loud and good at fighting. 3. The boy wanted to become a knight.

LESSON 9
Page 30: A. 1. re-, -ion, act 2. non-, -er, smoke 3. un-, -able, sink 4. over-, -ment, pay 5. fore-, -able, see 6. dis-, -ment, agree 7. un-, -able, beat 8. in-, -ess, direct 9. non-, -er, support 10. mis-, -ment, treat B. 1. returnable 2. renewal 3. unkindness 4. repayment 5. imperfection Page 31: C. 1. nonpayment, unreadable, unevenness, unfairness, immovable 2. unevenness, unfairness 3. forerunner, preschooler, prepayment D. 1. b 2. a 3. c 4. a 5. c Page 32: E. 1. b 2. c 3. a 4. b 5. c F. unbreakable, imperfection, replacement, disapproval, unusable, unhappiness, impatiently 1. There is a rip in one of the cups. 2. He is disapproving. 3. She is unhappy and impatient.

LESSON 10
Page 33: A. 1. porter 2. pedal 3. artist 4. action 5. numeral B. 1. art; something done with skill 2. ped; a person on foot 3. numer; many in number 4. act; showing action 5. port; something that can be carried C. 1. pedestal 2. transport 3. artisan


LESSON 11
Page 36: A. 1. navy 2. manual 3. population 4. reject 5. formula B. 1. inject, rejection 2. manage, manufacture 3. transform, deform, formation Page 37: C. 1. eject 2. maneure 3. populous 4. formation 5. naval D. 1. pop; b 2. form; a 3. man; c 4. nav; b 5. ject; c Page 38: E. 1. a 2. b 3. a 4. c 5. b F. manicure, transform, formal, naval, Navy, uniform, manicurist, popular, reject 1. She wanted a haircut and a manicure 2. She had a date with an officer for a formal dinner on the naval base. 3. She was treated well.

LESSON 12
Page 39: A. 1. liberty 2. vision 3. marina 4. audio 5. predict B. 1. mariner, maritime 2. liberate, liberal 3. audible, auditory 4. dictate, prediction 5. vista, video Page 40: C. 1. dict; b 2. mar; a 3. aud; b 4. vis; c 5. liber; b D. 1. dictionary 2. inaudible 3. liberator 4. marinate 5. visible Page 41: E. 1. c 2. a 3. a 4. b 5. b F. audible, liberate, audion, television, predict, marina, envisioned 1. Her cat got stuck in a tree. 2. She was going to a TV audition. 3. Answers will vary.

LESSON 13
Page 42: A. 1. thermometer 2. geography 3. phonics 4. thermometer 5. geography B. 1. geologist 2. speedometer 3. earphones 4. metronome 5. telephone Page 43: C. 1. geo; a globelike stone with crystals in it 2. meter; an instrument that measures the distance traveled by vehicles 3. phon; a device that makes the voice louder 4. meter; the measurement of an outer boundary of an area 5. geo; science of earth’s crust D. 1. phone; a 2. meter; b 3. geo; c 4. phon; b 5. meter; b

Page 44: E. 1. centimeter; one hundredth of a meter 2. kilometer; one thousand meters 3. diameter; a straight line through the center of a circle 4. millimeter; one thousandth of a meter F. phonometer, geometry, geography, phone, perimeter, megaphone 1. It is an instrument that measures sound. 2. He wants to measure the sound his siblings make when they do their homework. 3. Answers will vary.

LESSON 14

Page 47: E. 1. c 2. c 3. b 4. a 5. c F. photographer, automobiles, autographs, biology, biochemistry, biography 1. They were studying about careers. 2. Possible; drawing skills, engineering skills, knowledge of cars 3. Answers will vary.

LESSON 15

LESSON 16
Page 51: A. 1. three 2. four 3. hundred 4. one 5. one 6. two 7. ten B. 1. cent; hundred 2. bi; two 3. mono; one 4. tri; three 5. bi; two 6. uni; one 7. tri; three Page 52: C. 1. centenarian 2. trident 3. unanimous 4. monole 5. quadruplet 6. bilingual 7. decagon D. 1. four 2. one 3. one 4. three 5. ten 6. hundred Page 53: E. 1. c 2. b 3. b 4. b 5. a F. centennial, uniforms, binoculars, quartet, trio, unicycle, monologue 1. It is celebrating its centennial. 2. He will borrow binoculars. 3. in one hundred years
LESSON 17
Page 56: E. 1. trophies 2. recess 3. indexes 4. coaches 5. creatures 6. wish F. classes, hippopotamuses, cubs, kittens, walruses, ostriches, butterflies, birds, perches, atlases, countries, animals 1. Most likely, the trip was part of their science study. 2. hippopotamuses 3. They were locating the homelands of the animals.

LESSON 18

LESSON 19
Page 60: A. 1. P; lions’ 2. S; author’s 3. P; men’s 4. S; story’s 5. P; players’ 1. Tessa; dog 2. boys; sled 3. berries; color 4. children; clothes 5. friend; mice Page 61: C. 1. girls; neighbor’s 2. offices; doctors’ 3. relatives; aunt’s 4. games; men’s 5. insects; spider’s D. 1. – 5. Sentences will vary. Make sure subjects and verbs agree. Page 62: E. 1. ponies 2. explorers’ 3. pencil’s 4. men’s 5. actress’s F. neighbor’s, bluebird’s, Society’s, father’s, birds’, mother’s 1. It’s in a field behind a neighbor’s house. 2. They make their nest in the birdhouse. 3. They are protective of their eggs.

LESSON 20

LESSON 21
Page 66: A. 1. we’ll/ we will 2. you’re/you are 3. can’t/ can not 4. wasn’t/was not 5. How’s/How is 6. he’ll/he will B. 1. d 2. f 3. a 4. b 5. e 6. c 7. h 8. g Page 67: C. 1. we’d 2. I’ve 3. we’re 4. doesn’t 5. she’s 6. where’s 7. they’ve 8. let’s 9. I’ll 10. he’d D. 1. you will/you’ll 2. can not/can’t 3. Where is/Where’s 4. they have/have’ve 5. have not/haven’t 6. do not/don’t
Page 68: E. 1. b 2. c 3. a 4. a 5. b F. We’re, haven’t, they’ll, I’m, I’ll, There’s, It’s, that’s, can’t, doesn’t, Wendy’s, She’s, we’ve 1. They’ve just finished exams. 2. The kids are acting silly for no apparent reason. 3. Answers will vary.

LESSON 22
Page 71: E. 1. a 2. a 3. c 4. c 5. f. It’s, whose, their, Who’s, It’s, you’re, your, Its, They’re, its 1. He is a pet dog who belongs to Paul. 2. Rowdy stays home and plays and naps during the day, while Paul goes to school. 3. He will be at the bus stop waiting for Paul.

LESSON 23
Page 72: A. 1. 2. 2. 2. 3. 2. 4. 3. 7. 1. 8. 2. 9. 2. 10. 3. 11. 3. 12. 3. B. 1. con/test 2. tid/bit 3. fos/sil 4. at/tic 5. vel/vet 6. cut/let 7. rob/in 8. vic/tim 9. pic/nic 10. blis/ter Page 73: C. 1. suntan, sundown, sunset 2. common, comet, comic 3. denim, dentist, dental 4. saddle, saddler, sadden 5. canyon, canvas, cancer D. 1. rocket, ticket, blanket 2. tractor, hector, factor 3. submit, admit, transmit 4. crimson, lesson, arson
Page 74: E. 1. b 2. a 3. c 4. a 5. b F. Possible two-syllable words: Matlet, halting, Settling, onto, wooden, looked, summer, buzzing, pickup, nearby, jostled, pointed, mother, pushed, stroller, couple, holding, singsong, jumprope, corner, nodded, grinned, opened, paper 1. He is in a park. 2. He is happy there. 3. Yes, he goes to his favorite bench. 4. Answers will vary. Sample: Mr. Matlet’s Favorite Place

LESSON 24
Page 75: A. 1. 2. 2. 2. 3. 2. 4. 3. 5. 2. 6. 2. 7. 3. 8. 2 9. 2 10. 3. 11. 3. 12. 3. B. 1. jin/gle 2. pet/al 3. voc/al 4. swiv/el 5. sam/ple 6. twin/kle 7. chap/el 8. jack/al 9. mus/ter 10. bat/tle Page 76: C. 1. scribble, marble, wobble 2. model, shrivel, chisel 3. mental, brutal, portal 4. goggle, jungle, beagle 5. bustle, settle, tattle D. 1. b 2. c 3. b 4. a 5. c Page 77: E. Answers will vary. Sample: 1. helping, singing 2. worker, teacher 3. unfair, undo 4. penny, funny 5. remake, reread F. Possible two-syllable words: horses, cattle, Sara, homemade, apple, strudel, Uncle, purple, balloons, enough, Ratting, Roller, Coaster. Possible three-syllable words: Riddlesons, Wednesday, excitement, animals, popsicle, family, carousel 1. Most likely it was summer because the family went on a Wednesday, which is usually a school day. 2. He saw the farm animals. 3. Most likely Sara is older because she went on the roller coaster.