



Prefixes

Directions: Write the meaning of each prefix in the chart below.

PREFIX	MEANING
ir-/il-/im-	
post-	
super-	
un-	

Directions: Read each incomplete word and the meaning that follows. Write the correct prefix to complete the word on the line. Each prefix will be used only once.

- _____ lative (above all others)
- _____ perfect (not exactly right)
- _____ script (a statement made after something)
- _____ legal (not allowed by law)
- _____ certain (the opposite of being sure of something)
- _____ rational (not reasonable)



Fossils

A fossil is something left behind when an animal or plant dies. A fossil looks like a rock and is formed when part of an animal or a plant is buried in mud. Over time, the mud hardens. Next, the animal or plant part dissolves and leaves behind an imprint. Then, millions of years later, the fossil rises to the surface of the Earth.

What do fossils have to do with dinosaurs? The word fossil comes from a Latin word that means “dug up.” Paleontologists are people who study plant and animal life from long ago. They often dig up fossils. We all know that it is impossible to see dinosaurs in real life, so finding a dinosaur fossil is the next best thing. Paleontologists use fossils to learn about these creatures.



A dinosaur fossil embedded in the ground.

Dinosaur fossils can contain footprints, teeth, or bones. These fossils teach paleontologists a lot about dinosaurs. For example, footprint fossils tell them where the dinosaurs lived, and teeth fossils give clues about what the dinosaurs ate. The the fossils of dinosaur bones can show what a dinosaur looked like. Paleontologists know that a triceratops had three horns because of what its bone fossils look like. Dinosaur bone fossils also tell us about the size of the dinosaur. The bigger the bones, the bigger the dinosaur. That is how we know that T. Rex was so gigantic!



Main Idea and Supporting Details

Directions: Refer to the passage "Fossils" to complete the chart.

Main Idea: _____
Supporting Detail 1: _____ _____
Supporting Detail 2: _____ _____
Supporting Detail 3: _____ _____
Supporting Detail 4: _____ _____



Content Vocabulary

Directions: Read the vocabulary words. Then, find each word in the Glossary and write its definition.

1. roasted

2. extinct

3. flexible

4. prey

5. motion

6. flap



Learning Log

Directions: Think about today's Word Study, Fluency, Comprehension, and Vocabulary activities. How will these activities help you to become a better reader? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.



Prefixes

Directions: Look at the prefix chart below. Then, underline the prefix in each word that follows the chart.

PREFIX	MEANING
ir-/il-/im-	not
post-	after
super-	above, over, excellent
un-	not or opposite of

1. unafraid
2. immature
3. irresponsible
4. superpower
5. illogical
6. postgame

Directions: Choose two words from above. Write a sentence for each word. Underline the word in the sentence.



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Main Idea and Supporting Details: "Dinosaurs Among Us"

Directions: Refer to the passage "Dinosaurs Among Us" to complete the chart.

Main Idea: _____
Supporting Detail 1: _____ _____
Supporting Detail 2: _____ _____
Supporting Detail 3: _____ _____
Supporting Detail 4: _____ _____



Content Vocabulary

Directions: Using the context of each sentence, choose a vocabulary word that completes each sentence. You may refer to the Glossary, if needed.

extinct	flexible	prey
flap	motion	roasted

1. My body became more _____ after taking gymnastics for three years.
2. The chef _____ vegetables in the oven.
3. Why are some animals that lived long ago now _____?
4. The rocking _____ of the boat made me feel sick.
5. Can you _____ your arms and pretend to fly like a bird?
6. The spider hid until it was ready to attack its _____.



Learning Log

Directions: Think about today's session. How do you feel about your reading skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.



Syllabication

Directions: Divide each word by writing each syllable in the chart below. Then, read the word.

Word	Syllable 1	Syllable 2	Syllable 3
1. superstore	_____	_____	_____
2. immortal	_____	_____	_____
3. postmark	_____	_____	_____
4. unhappy	_____	_____	_____
5. illegal	_____	_____	_____



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Summary (Main Idea and Supporting Details): Your Turn to Write

Directions: Write a one-paragraph summary of the passage “Dinosaurs Among Us.” Include the main idea and at least three key supporting details from the passage. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.



Content Vocabulary Review

Directions: Write a definition for each vocabulary word.

1. motion _____
2. prey _____
3. roasted _____

Directions: Use context clues to complete each sentence with one of the following vocabulary words.

flexible

extinct

flap

1. Many paleontologists believe that dinosaurs aren't really _____ .
2. The Unenlagia could raise its arms high, making it easier for it to _____ its arms like wings.
3. Dromaeosaurids had _____ wrists that helped them catch their prey.



Learning Log

Directions: Think about today's session. How do you feel about your accomplishments? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.
