



Prefixes

Directions: Review the prefixes and their meanings in the chart. Then, use a prefix to create a word that completes each sentence.

PREFIX	MEANING
anti-	against; opposed to
con-	together, with, jointly
im-	the absence of; not
inter-	among or between
trans-	over, across, beyond

1. When you _____nect two things, you join them together or link them with each other.
2. To _____mingle means "to mix or mingle between."
3. _____virus software is designed to work against a virus.
4. To _____port something is to move it across a distance.
5. If people are _____mature, they are not acting in a mature manner.



Ten Minutes

The coach was announcing the new members of the cheerleading team in 10 minutes, but to Charlotte, those minutes felt like an eternity. Charlotte couldn't remain stationary, walking up and down the hallway, crossing one foot over the other. Each time she reached the end of the hallway, Charlotte would stretch her arms behind her back, twist her body back and forth at the waist, and turn her head from side to side. Ms. Jordan, the teacher on duty in the hall, noticed her strange behavior, so she approached Charlotte to make sure she was alright.

Charlotte confided in Ms. Jordan, telling her all about her audition for the team; Ms. Jordan told her not to be nervous, wished her luck, and moved back to her post.

Despite Ms. Jordan's advice, Charlotte continued to pace, and she couldn't stop the thoughts that were running through her head. "I hope the coach noticed all my hard work and preparation," she thought. "I hope I was energetic enough and demonstrated the right skills," she worried.



As the coach opened the door, Charlotte noticed a piece of paper dangling in her hand. "Please let my name be on that list," Charlotte thought, as sweat dripped off her forehead, and her stomach began to churn.

The coach yelled down the hallway, "Charlotte, you've been waiting long enough. Come on over; the results are in." Walking toward the coach, Charlotte's feet were like molasses, and her eyes were as wide as saucers.



Character Development and Cause-and-Effect Relationships

Directions: Refer to the passage “Ten Minutes” as you complete this page. Write your answers in complete sentences.

1. How does the author describe Charlotte?

2. Write about a cause-and-effect relationship in the passage.

3. Why do you think Charlotte is so nervous?

4. How do you think Charlotte will react if she makes the team? How do you think she will react if she doesn't make the team?



Content Vocabulary

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

1. laden

2. parlor

3. mastered

4. frantically

5. predicament

6. alternatives



Directions: Think about today’s session. How do you feel about your Word Study 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.

5



Prefixes

Directions: Underline the prefix in each word below. Then, use the words to complete the sentences.

transatlantic

impractical

antidote

consensus

interact

1. Those shoes do not support your ankles, so they are _____ for a hike on a rocky trail.
2. We take Scruffy to a dog park so he can learn how to _____ when he is among other dogs.
3. The group of students worked together and came to a _____ that they would rather take the test before their winter break.
4. The _____ flight across an ocean was the greatest experience of my life.
5. The scientists worked tirelessly to discover an _____ that would work against the disease.



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Character Development and Cause-and-Effect Relationships

Directions: Refer to the passage “The Big Break” as you complete this page. Write your answers in complete sentences.

1. How does the author describe Jeremiah?

2. Write about a cause-and-effect relationship in the passage.

3. Why do you think Jeremiah tells the band that he knows how to play the piano?

4. How do you think Jeremiah will feel after the band performs that night?



Content Vocabulary

Directions: Answer each question with a vocabulary word from the box below. You may refer to the Glossary, if needed.

alternatives	frantically	laden
mastered	parlor	predicament

1. Which word describes moving in a nervous and hurried way?

2. Which word means that a person has acquired knowledge or a skill?

3. What is another word for a difficult situation? _____
4. Which word can be used when you are carrying a lot of something?

5. Which word refers to other options or choices?

6. Which word refers to a room for entertaining guests?

Directions: Think about today’s session. How have our lessons affected your Comprehension 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.

[illegible]



Syllabication

Directions: Read the words below. Determine the number of syllables in each word. Then, write each word in the correct column.

improper	conjoined	converge
transcended	antibody	impatient
antiseptic	interjected	transact

Two Syllables	Three Syllables	Four Syllables



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Directions: Write a paragraph in which you analyze the character Jeremiah from “The Big Break.” Include details about Jeremiah’s actions, words, and thoughts. Focus on cause-and-effect relationships involving Jeremiah, including why he offers to play piano and what he might do after the performance. 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.

13



Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "The Big Break."

1. laden

2. parlor

3. mastered

4. frantically

5. predicament

6. alternatives



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.

15