



Prefixes

Directions: Review the prefixes and their meanings in the chart. Then, read each incomplete word and the definition that follows. Write the correct prefix to complete the word.

<i>PREFIX</i>	<i>MEANING</i>
<i>dis-</i>	<i>not or opposite of</i>
<i>inter-</i>	<i>between, among</i>
<i>mis-</i>	<i>wrong or bad</i>
<i>anti-</i>	<i>against</i>

1. _____ net (the worldwide computer network that allows information to be shared between people)
2. _____ social (someone who is against being social)
3. _____ trust (to not trust someone or something)
4. _____ information (wrong or bad information)
5. _____ behave (to behave badly)
6. _____ agree (to not agree)



The Little Fly and the Great Moose

Long ago, the Merrimac River flowed peacefully, filled with delicious water that animals from far and wide enjoyed. The largest of those animals was Moose. Bigger than mighty Bear, Moose stood as tall as the highest tree, and when he walked, the ground shook beneath his heavy feet.

A serious problem arose. While Moose happily drank from the refreshing river, the water level started to drop. The beavers and fish worried about their homes in the river. They wanted Moose to stop drinking the water. They begged rabbits, pleaded with foxes, and cried to deer. But no one was brave enough to confront Moose, not even Bear.



At last, one fearless creature volunteered to chase Moose away: Fly. The animals laughed at Fly, telling her she was too tiny to defeat him. But Fly had a clever plan.

First, Fly landed on one of Moose's legs and bit him. This action didn't bother Moose, who easily brushed her off. Next, Fly tried another leg and bit harder, but Moose only stamped his foot in annoyance. Then, Fly buzzed quickly from spot to spot on Moose's hide, biting sharply as she went. Furious Moose shook, snorted, stamped, and kicked. He dashed along the riverbank, wildly trying to discover who was biting him. He couldn't see Fly, so Moose couldn't fight back. Eventually, he ran off. Fly's plan was a success!

Although Moose disappeared from the river, prints from his massive feet remained. The Merrimac came rushing in to fill the deep holes made where Moose stamped. No longer did the river flow quietly. Instead, it rushed noisily through rapids where Moose's feet had torn up the ground.



Comparing Characters

Directions: In the left column of the chart, list details about Moose, and in the right column of the chart, list details about Fly. Use brief quotations from “The Little Fly and the Great Moose” or the notes on your dry-erase board to support each detail.

Moose	Fly
1. _____ _____ _____ _____ _____ _____	1. _____ _____ _____ _____ _____ _____
2. _____ _____ _____ _____ _____ _____	2. _____ _____ _____ _____ _____ _____
3. _____ _____ _____ _____ _____ _____	3. _____ _____ _____ _____ _____ _____



Content Vocabulary

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

1. there

2. great

3. passed

4. poor

5. made

6. wail



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.

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Prefixes

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

interview

misprint

disobeying

antibacterial

misleading

1. You can fight germs by washing your hands with _____ soap.
2. The dog got in trouble for _____ its owner.
3. I decided to _____ my grandparents for my history project.
4. Our teacher had to explain the _____ test directions.
5. We noticed a _____ in the restaurant menu.



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Characters and Theme

Directions: Refer to the passage “The Mirror” as you answer each question in complete sentences.

1. What can you infer about the wife?

2. What can you infer about the husband?

3. How do the husband and wife interact in the beginning of the story?

4. How do the wife, her mother, the boy, and the neighbor interact?

5. What is the theme of this story?



Content Vocabulary

Directions: Write the definition for each vocabulary word. Use the Glossary, if needed.

1. great

2. there

Directions: Circle the correct homophone to complete each sentence.

1. Please poor/pour a glass of water for each person at the table.
2. My baby brother let out a loud wail/whale when I put him down.
3. We made/maid blueberry pancakes for breakfast.
4. In the passed/past, students could only use the computers in the library.

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.

intermingle	misinform	disinfect
antibody	distrust	mismatch
interim	antiseptic	misspelled

Two Syllables	Three Syllables	Four Syllables



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Characters and Theme: Your Turn to Write

Directions: Write a paragraph about the characters in “The Mirror,” focusing on how their interactions contribute to the theme. Your paragraph should include details about the characters, what they do, and how they interact. Make sure that you connect these details to the theme of the story. 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: Choose the correct homophone to complete each sentence and write it on the line.

1. Rex and Wanda prepared dinner as a surprise for _____ mother.
(there, their, they're)
2. Wanda learned how to _____ the carrots for the salad. (grate, great)
3. Wanda _____ the salad bowl to Rex, who had chopped the lettuce.
(passed, past)
4. Wanda told Rex to _____ water into the glasses on the table.
(poor, pour)
5. Together, Rex and Wanda _____ a delicious soup. (made, maid)
6. Their mother was thrilled with the surprise, but she let out a high-pitched _____ when she walked into the kitchen and saw the mess! (wail, whale)



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.

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