

WORD STUDY LESSON 28

Affixes

Directions: Choose one of the prefixes or suffixes from the chart to add to each root below. Use the definitions in parentheses to help you. Each affix is used only once. Refer to the list of affixes and their meanings at the back of the workbook, if needed.

trans-	out-	ante-
-hood	-ist	-ity
	room (a room that is before anot	ther room)
nutrition	(one who studies nutrit	ion)
	mit (to send across)	
creativ	(the quality of being crea	tive)
child	(the state of being a child)	
	perform (to surpass others when	carrying out a task)
ections: Choose tow.	wo of the words you formed and w	rite sentences for each
	-hood nutrition creativ child ections: Choose tow.	room (a room that is before anote nutrition (one who studies nutrite mit (to send across) creativ (the quality of being created child (the state of being a child) perform (to surpass others where the cections: Choose two of the words you formed and we compare the company to the state of the company to the company

FLUENCY LESSON 28



The Children's Hour

by Henry Wadsworth Longfellow

Between the dark and the daylight, When the night is beginning to lower, Comes a pause in the day's occupations That is known as the Children's Hour.

I hear the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight, Descending the broad hall-stair, Grave Alice, and laughing Allegra, And Edith with golden hair.

A whisper, and then a silence: Yet I know by their merry eyes They are plotting and planning together To take me by surprise.

A sudden rush from the stairway, A sudden raid from the hall! By three doors left unguarded They enter my castle wall.

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COMPREHENSION | LESSON 28

Poetry

Directions: Refer to the poem "The Children's Hour" as you complete this page.

1.	Describe the structure of this poem.
2.	Write an example of alliteration in this poem.
3.	Write an example of onomatopoeia in this poem.
4.	What is this poem about?
_	
5.	How does the structure of the poem, including the rhyming words and repetitions of sounds, contribute to its meaning?

VOCABULARY | LESSON 28



Content Vocabulary

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

1.	diverged	
2.	wood	
_		
3.	fair	
_		-
4.	wear	
_		
5.	trodden	
6.	doubted	



LEARNING LOG | LESSON 28

Learning Log

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.

WORD STUDY LESSON 29

dis-



ab-

Affixes

under-

Directions: Choose one of the prefixes or suffixes in the chart below to create a new word that completes each sentence. Refer to the list of affixes and their meanings at the back of the workbook, if needed.

ob-

	-able	-ence	-ible	-al
1.	We received a dis	count on our tickets	because they had an	l
		struct	ted view of the stage	
2.	The flight's arriv_		was dela	yed because of
	strong storms in t	he area.		
3.	My brother has a	lot of confid		, so he doesn't
	mind speaking in	front of large crowds	s.	
4.	The	p	aid factory workers l	neld a rally for highe
	wages.			
5.	My mother is able	to chaperone the fie	eld trip because her v	work schedule is very
	flex	·		
6.	Were you		satisfied with yo	our meal?
7.	Jerome has been		sent from	n school because he
	is sick.			
8.	My younger sister	is more comfort		sleeping at
	home than at a fr	iend's house.		



FLUENCY LESSON 29

The Children's Hour

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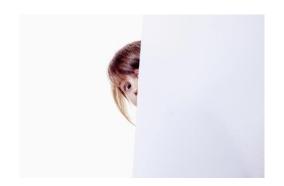
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COMPREHENSION | LESSON 29



Poetry

Dir	Directions: Refer to the poem "The Road Not Taken" as you complete this page.		
1.	Describe the structure of this poem.		
2.	Write an example of alliteration in this poem.		
3.	What is this poem about?		
4.	What do you think this poem means?		
_			
_			
5.	How does the structure of the poem, including the rhyming words and repetitions of sounds, contribute to its meaning?		
_			



VOCABULARY LESSON 29

Content Vocabulary

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

	wood	wear	trodden
	fair	doubted	diverged
1.	•	eavily traveled area in our h	•
2.	When the walking path _ to head in opposite direct		, my dog and I wanted
3.	After tossing and turning	g in bed for hours, Angie	ecent night's sleep.
4.		igs was just astell which one would win th	as the competition.
5.		used damage to several tree	
6.	A significant patch of tal	l grass had been packed do	wn, so it was obvious that
	deer had	through	the area.

LEARNING LOG | LESSON 29



Learning Log

h sentence with a	сарісаі іе	itei aiiu	enu eacr	i sentence	: with a pu	nctuation M



WORD STUDY | LESSON 30

Syllabication

Directions: Divide the following words into syllables. Then, read each word.

WORD	WORD DIVIDED INTO SYLLABLES
antifreeze	
imperfect	
lunar	
nonconformist	
overpriced	
professional	
annoyance	
forward	

FLUENCY LESSON 30



The Children's Hour

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COMPREHENSION | LESSON 30

Poetry: Your Turn to Write

Directions: Write a paragraph in which you analyze the meaning of the poem "Th Road Not Taken." Include information about the structure and repetition of sounds as well as what the poem is about. 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.	

VOCABULARY | LESSON 30



Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should include details about the poem "The Road Not Taken."

1.	diverged	
2.	wood	
3.	fair	
4.	wear	
5.	trodden	
6.	doubted	



LEARNING LOG | LESSON 30

Learning Log

	with a punc		entence wi	th a capital	letter and e
 		 			