



## Compound Words and Words with Inflectional Endings

**Directions:** Circle the smaller words that make up each compound word. Then, complete each sentence with one of the words.

mailbox

suitcase

goldfish

firetruck

1. Please put the letter in the \_\_\_\_\_.
2. The \_\_\_\_\_ raced down the street.
3. We got two new \_\_\_\_\_ to put in the tank.
4. I packed a \_\_\_\_\_ for my weekend trip.

**Directions:** Circle the inflectional ending in the two words. Then, choose the correct word to complete each sentence and write it on the line.

1. trained          training

Our group \_\_\_\_\_ for races last spring.

2. closes          closing

I am \_\_\_\_\_ the windows before it rains.

3. barks          barking

That dog \_\_\_\_\_ every time we walk by.

4. laughing          laughed

We \_\_\_\_\_ at the funny movie.



## Hide and Seek

"For the hundredth time, get out of bed," my mother shouted up the stairs, "You're going to be late. I don't have time for this nonsense!"



I pulled the pillow over my head. I lay as flat as possible. Maybe she wouldn't notice me. Maybe I could roll off the side of the bed and hide under it. There was no way I was going to Aunt Greta's house for the weekend again. Aunt Greta's house smells like cheese. Aunt Greta snores. Aunt Greta makes me listen while she plays the xylophone. I already visited her twice this year, and that was enough.

I heard my mother's footsteps as she raced up the stairs. She sounded mad. I flattened the soles of my feet against the sheets as the door clicked open. I held my breath, pressed my palms against the mattress, and kept my body in the same position. I hoped the blankets were messy enough that I didn't show.

My mother must have been standing in the doorway because I could hear her breathing. "Mila?" she said. Then she muttered, "Where is she?" I heard her open the closet. Carefully, I lifted the pillow enough to see her reflection in the mirror. She was nudging aside clothes that had fallen off their hangers. Should I come out now? Or, if I waited, would she give up and let me stay home?



## Setting and Point of View

**Directions:** Refer to the passage “Hide and Seek” as you complete this page.

1. What is the setting of the story “Hide and Seek”? Include at least two details from the story to support your answer.

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2. How do you know that this story is told from Mila’s point of view? Include at least two details from the story to support your answer.

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3. Write two or three sentences about an event in this story from the point of view of Mila’s mother.

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## Content Vocabulary

**Directions:** Read each vocabulary word. Then, choose the word that answers each question. Refer to the Glossary if needed.

dunes      enamel      shutters

1. What is a hardy, glossy coating? \_\_\_\_\_
2. What are pairs of hinged panels on windows that can be closed for privacy?  
\_\_\_\_\_
3. What are mounds of sand formed by the wind? \_\_\_\_\_

**Directions:** Use the Glossary to define the following vocabulary words.

1. grit

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2. howli

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3. spurted

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## Learning Log

**Directions:** Think about today's session. How do you feel about your Phonics and 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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## Prefix: non-

**Directions:** Read each prefix and root word. Write the new word on the line. Then, write a definition for the word.

1. non + stop = \_\_\_\_\_

Definition:

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2. non + dairy = \_\_\_\_\_

Definition:

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3. non + living = \_\_\_\_\_

Definition:

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4. non + stick = \_\_\_\_\_

Definition:

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## Hide and Seek

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## Setting and Point of View

**Directions:** Refer to the passage “Red Wind Blowing” to complete this page.

1. Describe the setting of the story.

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2. How important is the setting to the story? Why?

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3. What does the narrator tell us about Mark’s experience during the sandstorm?

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4. How would the story change if it was told from Ibrahim’s point of view?

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## Content Vocabulary

**Directions:** Complete each sentence with one of the following vocabulary words.

howli

grit

spurted

1. Can you help me get the \_\_\_\_\_ out of my shoes?
2. Water \_\_\_\_\_ out of the broken sprinkler.
3. He wore a \_\_\_\_\_ to protect his face from the windy weather.

**Directions:** Use the context of each sentence to write a definition of the underlined vocabulary word.

1. The lifeguard at the beach asked us to stay off the sand dunes.

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2. When we closed the shutters on the windows, the room became very dark.

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3. The metal bowl was covered in bright yellow enamel.

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## Learning Log

**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.

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# PHONICS AND WORD STUDY | LESSON 30

## Syllabication

**Directions:** Read the words below. Determine the number of syllables in each word. Then, write each word under its syllable number.

pancakes	nonverbal	washed
talks	armchair	wallpaper
nontoxic	kicked	singing

One Syllable	Two Syllables	Three Syllables



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**Directions:** Think about the story “Red Wind Blowing.” Write a paragraph about Ibrahim’s experience during the sandstorm. This paragraph should be from Ibrahim’s point of view. Begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

[illegible]



## Content Vocabulary Review

**Directions:** Follow the instructions to write sentences using your vocabulary words.

1. Write a sentence about the enamel on a teapot.

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2. Write a sentence about a sandstorm using the words shutters and grit.

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3. Write a sentence about a boy wearing a howli.

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4. Write a sentence about sand using the words dunes and spurted.

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## Learning Log

**Directions:** Think about our sessions together. How do you feel about your reading skills now? In the future, how will you use what you have learned? 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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