



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

1. _____ room (a room that is before another room)
2. nutrition _____ (one who studies nutrition)
3. _____ mit (to send across)
4. creativ _____ (the quality of being creative)
5. child _____ (the state of being a child)
6. _____ perform (to surpass others when carrying out a task)

Directions: Choose two of the words you formed and write sentences for each below.

1. _____

2. _____



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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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?



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



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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Affixes

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.

dis-	ob-	under-	ab-
-able	-ence	-ible	-al

1. We received a discount on our tickets because they had an _____structed view of the stage.
2. The flight's arriv_____ was delayed because of strong storms in the area.
3. My brother has a lot of confid_____, so he doesn't mind speaking in front of large crowds.
4. The _____paid factory workers held a rally for higher wages.
5. My mother is able to chaperone the field trip because her work schedule is very flex_____.
6. Were you _____satisfied with your meal?
7. Jerome has been _____sent from school because he is sick.
8. My younger sister is more comfort_____ sleeping at home than at a friend's house.



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Poetry

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?



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. Since the hallway is a heavily traveled area in our house, the carpet is beginning to show some _____.
2. When the walking path _____, my dog and I wanted to head in opposite directions.
3. After tossing and turning in bed for hours, Angie _____ she would get a decent night's sleep.
4. Each of the three paintings was just as _____ as the others, so it was hard to tell which one would win the competition.
5. Strong gusts of wind caused damage to several trees in the _____ behind our building.
6. A significant patch of tall grass had been packed down, so it was obvious that deer had _____ through the area.

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

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



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Directions: Write a paragraph in which you analyze the meaning of the poem “The 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.

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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



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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