



Prefixes

Directions: Write the prefix and the root word for each word given. Then, write the definition of the word. Use the chart to help you.

PREFIX	MEANING
en-/em-	make, cause to be
de-	reversing, removing, or undoing something
pre-	before
post-	after

1. detangle Prefix: _____ Root: _____
Definition: _____

2. prejudice Prefix: _____ Root: _____
Definition: _____

3. postdate Prefix: _____ Root: _____
Definition: _____

4. embolden Prefix: _____ Root: _____
Definition: _____

5. enrage Prefix: _____ Root: _____
Definition: _____



Musical Instruments

Picture this scene. You are listening to an orchestra. You're enjoying the sounds of instruments blending together to make music. But what if you had to break these instruments into groups? How would you organize them? Instruments don't produce sounds the same way, so it is simple to sort them into groups. Understanding how these instruments are played will enable you to classify them.

Strings

The easiest instruments to recognize are those in the string group. They make noises with strings! The strings on these instruments may be plucked, struck, or played with a bow. This group includes the violin, guitar, harp, cello, and bass.

Percussion

The next group is made of instruments that you must hit to make a noise. This is the percussion group. A drum, tambourine, and cymbal are all instruments in this group.

Brass

Brass instruments make up the third group. These instruments are made of brass or metal. A brass instrument has a cup, or cone-shaped, mouthpiece that you blow into to make a noise. The trumpet, tuba, trombone, and French horn are all brass instruments.



Woodwind

Finally, woodwind instruments make up the fourth group. These instruments are also blown into, but they are made of wood or metal. Some make noise when you blow over a hole, such as a flute or oboe. Others make noise when you blow through a mouthpiece with a wooden reed, like a clarinet or saxophone.

Now that you know about the major groups of instruments, which one would you like to play?



Main Idea and Supporting Details

Directions: Refer to the passage “Musical Instruments” to complete the chart.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Supporting Detail 3:

Supporting Detail 4:



Content Vocabulary

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

1. ferocious

2. lava

3. tropical

4. gritty

5. ripples

6. ancient



Directions: Think about today’s Word Study, Fluency, Comprehension, and Vocabulary activities. How will these activities help you to become a better reader? 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: Look at the prefix chart below. Then, read each definition, along with the root word that follows it. Add a prefix to the root word to form a new word that matches the definition.

PREFIX	MEANING
en-/em-	make, cause to be
de-	reversing, removing, or undoing something
pre-	before
post-	after

1. to remove water from food: _____ hydrate
2. to make something more entertaining: _____ liven
3. to add a statement after the signature: _____ script
4. to date before: _____ date
5. to reduce the worth of something: _____ value
6. happening before dawn: _____ dawn



Musical Instruments

Picture this scene. You are listening to an orchestra. You're enjoying the sounds of instruments blending together to make music. But what if you had to break these instruments into groups? How would you organize them? Instruments don't produce sounds the same way, so it is simple to sort them into groups. Understanding how these instruments are played will enable you to classify them.

Strings

The easiest instruments to recognize are those in the string group. They make noises with strings! The strings on these instruments may be plucked, struck, or played with a bow. This group includes the violin, guitar, harp, cello, and bass.

Percussion

The next group is made of instruments that you must hit to make a noise. This is the percussion group. A drum, tambourine, and cymbal are all instruments in this group.

Brass

Brass instruments make up the third group. These instruments are made of brass or metal. A brass instrument has a cup, or cone-shaped, mouthpiece that you blow into to make a noise. The trumpet, tuba, trombone, and French horn are all brass instruments.



Woodwind

Finally, woodwind instruments make up the fourth group. These instruments are also blown into, but they are made of wood or metal. Some make noise when you blow over a hole, such as a flute or oboe. Others make noise when you blow through a mouthpiece with a wooden reed, like a clarinet or saxophone.

Now that you know about the major groups of instruments, which one would you like to play?



Main Idea and Supporting Details

Directions: Refer to the passage “Rock Secrets” to complete the chart.

<p>Main Idea:</p> <hr/> <hr/> <hr/>
<p>Supporting Detail 1:</p> <hr/> <hr/> <hr/>
<p>Supporting Detail 2:</p> <hr/> <hr/> <hr/>
<p>Supporting Detail 3:</p> <hr/> <hr/> <hr/>
<p>Supporting Detail 4:</p> <hr/> <hr/> <hr/>



Content Vocabulary

Directions: Using the context of each sentence, choose a vocabulary word that completes each sentence. You may refer to the Glossary, if needed.

ancient	ferocious	gritty
lava	ripples	tropical

1. Some rocks can have _____ made by waves or winds long ago.
2. A rock can tell us what the earth was like in a hot, _____ area.
3. Many _____ dinosaurs roamed the earth in prehistoric times.
4. When a volcano erupts, _____ flows out.
5. Some rocks are pieces of wood that came from dead trees in _____ forests.
6. A rock that is sandy or _____ could be sandstone.

Directions: Think about today’s session. How do you feel about your reading 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 each word by writing each syllable in the chart below. Then, read the word.

Word	Syllable 1	Syllable 2	Syllable 3
1. decompose	<hr/>	<hr/>	<hr/>
2. embolden	<hr/>	<hr/>	<hr/>
3. postpone	<hr/>	<hr/>	<hr/>
4. endanger	<hr/>	<hr/>	<hr/>
5. preview	<hr/>	<hr/>	<hr/>



Musical Instruments

Picture this scene. You are listening to an orchestra. You're enjoying the sounds of instruments blending together to make music. But what if you had to break these instruments into groups? How would you organize them? Instruments don't produce sounds the same way, so it is simple to sort them into groups. Understanding how these instruments are played will enable you to classify them.

Strings

The easiest instruments to recognize are those in the string group. They make noises with strings! The strings on these instruments may be plucked, struck, or played with a bow. This group includes the violin, guitar, harp, cello, and bass.

Percussion

The next group is made of instruments that you must hit to make a noise. This is the percussion group. A drum, tambourine, and cymbal are all instruments in this group.

Brass

Brass instruments make up the third group. These instruments are made of brass or metal. A brass instrument has a cup, or cone-shaped, mouthpiece that you blow into to make a noise. The trumpet, tuba, trombone, and French horn are all brass instruments.



Woodwind

Finally, woodwind instruments make up the fourth group. These instruments are also blown into, but they are made of wood or metal. Some make noise when you blow over a hole, such as a flute or oboe. Others make noise when you blow through a mouthpiece with a wooden reed, like a clarinet or saxophone.

Now that you know about the major groups of instruments, which one would you like to play?



Directions: Write a one-paragraph summary of the passage “Rock Secrets.” Include the main idea and at least three key supporting details from the passage. 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.

[illegible]



Content Vocabulary Review

Directions: Write a definition for each vocabulary word.

1. tropical

2. ferocious

3. lava

Directions: Use context clues to complete each sentence with one of the following vocabulary words.

ancient

gritty

ripples

1. A piece of petrified wood comes from a tree that lived long ago in a(n) _____ forest.

2. Millions of years of wind and rain caused _____ on sandstone.

3. Sandstone is _____ because it comes from desert sand that stuck together to form a rock.



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