



Suffixes

Directions: In each sentence, circle the suffix that completes each root. Then, use the meaning of the suffix to finish the definition of the word.

SUFFIX	MEANING
-ance/-ence	quality or state of being
-hood	state or condition
-ist	one who is, does, or uses
-ship	state or condition

1. Adult(hood; ist) is the _____ of being an adult.
2. Ignor(ance; ship) of something is the _____ of being unaware of it.
3. Friend(hood; ship) is the _____ of being friends.
4. A conform(ist; ship) is someone _____ what others do.
5. Disobedi(ence; hood) is the _____ of being disobedient.



Why I Am a Meteorologist

By Steve Prinzivalli, professional meteorologist

Weather impacts everyone. That's why forecasting the weather and knowing the current conditions outside is so important. Teachers and coaches need to know if students can go outside for recess or sports. Farmers and gardeners rely on the weather to know when to plant and water their crops and plants. Managers at sports stadiums use the forecast to decide if the big game should be played or postponed.

You probably see meteorologists on TV and hear them on the radio. Many other meteorologists do important work behind the camera and in other jobs. Some of them are computer experts and track storms using special software. Others are storm chasers who go out and try to follow the path of a tornado. Meteorologists are also teachers, scientists, and researchers who study the atmosphere, including the weather. Meteorologists around the world share their observations and information with one another every day.



In my job, I research information on lightning strikes. I'm like a detective. My work helps improve our ability to detect where lightning may strike next. I look at in-cloud lightning that stays in the sky, as well as the very dangerous cloud-to-ground lightning that can injure or even kill people. Lightning can strike the same place more than once, so it is important that we know as much as possible about how lightning behaves.

Meteorologists can work long days, especially if a snowstorm, hurricane, or other major weather event is happening. But learning about weather, and helping to inform people and keep them safe from severe weather, makes the job of a meteorologist exciting and rewarding.

When I was a kid, I loved snow days! I liked guessing how much snow would fall and if school would be delayed or cancelled due to heavy snow. I also liked reading about weather facts. So, if you ever have a snow day away from school, always remember that it inspired at least one meteorologist, and maybe it will inspire you, too!



Central Idea, Supporting Details, and Cause-and-Effect Relationships

Directions: Refer to the passage “Why I Am a Meteorologist” as you complete this page. Write your answers in complete sentences.

1. What is the central idea of this passage?

2. What are some of the details that support the central idea?

3. Complete the chart with two examples of cause-and-effect relationships from the passage.

CAUSE	EFFECT



Content Vocabulary

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

1. navigator

2. sensors

3. humidity

4. radar

5. solar

6. satellite



Directions: Think about today’s session. What is the most important thing you learned today? 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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Suffixes

Directions: Review the suffixes and their meanings. Create a new word for each root word and suffix. Then, write a sentence for each new word.

SUFFIX	MEANING
-ance/-ence	quality or state of being
-hood	state or condition
-ist	one who is, does, or uses
-ship	state or condition

1. resist + ance = _____

2. independent + ence = _____

3. likely + hood = _____

4. perfection + ist = _____

5. citizen + ship = _____



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Central Idea, Supporting Details, and Cause-and-Effect Relationships

Directions: Refer to the passage “Is There a Storm in Your Future?” as you complete this page. Write your answers in complete sentences.

1. What is the central idea of this passage?

2. What are some of the details that support the central idea?

3. Complete the chart with two examples of cause-and-effect relationships from the passage.

CAUSE	EFFECT



Content Vocabulary

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

humidity	navigator	radar
satellite	sensors	solar

1. What is a machine that is launched into space and orbits around a planet?

2. Which word describes something that relates to the sun?

3. Which crew member is responsible for the route or course of an airplane or ship? _____
4. What do hurricane hunters use to measure the air pressure, humidity, and temperature inside a hurricane? _____
5. Which word refers to the amount of water vapor in the air?

6. Which word is a device or system that detects clouds and precipitation?

Directions: Think about today’s session. What question do you have about something you learned today? 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: Place a line between the syllables in each word. Write the number of syllables on the line. Then, read each word.

1. ownership _____
2. defiance _____
3. survivalist _____
4. sisterhood _____
5. interference _____
6. parenthood _____
7. keyboardist _____
8. internship _____



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Directions: Write a one-paragraph summary of the passage “Is There a Storm in Your Future?” Your summary should state the central idea and key supporting details, including some of the cause-and-effect relationships. 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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Content Vocabulary Review

Directions: Write a definition for each vocabulary word.

1. navigator

2. radar

Directions: Complete each sentence with the correct vocabulary word.

solar	sensors	satellite	humidity
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1. Tornado chasers rely on a _____ to guide them to a thunderstorm that is likely to turn into a tornado.
2. _____ wind and flares on the sun can interfere with the technology we use here on Earth.
3. Hurricane hunters measure _____, air pressure, and temperature inside hurricanes.
4. Scientists use data from the _____ dropped by hurricane hunters to understand the structure and energy within hurricanes.



Directions: Think about today's session. What can you do now that you couldn't do before? OR What do you know now that you didn't know before? 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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