

PHONICS AND WORD STUDY | LESSON 28

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.

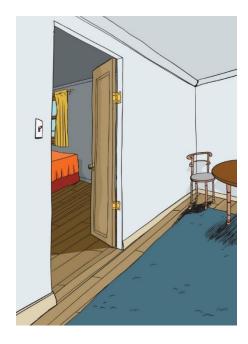
	mailbox suitcase		ase	goldfish	firetruck
1.	Please put the	letter in the			
2.	The	race	ed down the	street.	
3.	We got two ne	ew	to p	out in the tank.	
4.	I packed a		for my w	eekend trip.	
			_	e two words. Then, rite it on the line.	choose the
1.	trained	training			
	Our group		for races	last spring.	
2.	closes	closing			
	I am	the	e windows be	efore it rains.	
3.	barks	barking			
	That dog		_ every time	we walk by.	
4.	laughing	laughed			
	We	at th	ne funny mov	vie.	

FLUENCY | LESSON 28



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?



COMPREHENSION | LESSON 28

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

VOCABULARY | LESSON 28



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 ha	ardy, glossy coati	ng?		'
2.	What are pa	nirs of hinged pan	els on windows th	at can be closed	for privacy?
3.	What are m	ounds of sand for	rmed by the wind?		
Dire	ections: Use	the Glossary to	define the followin	g vocabulary wo	ords.
1.	grit				
_					
2.	howli				
_					
3.	spurted				



LEARNING LOG | LESSON 28

Learning Log

Word Study sk	hink about today's session. How do you feel about your Phonics and kills? Write your ideas on the lines below. Make sure you begin each a capital letter and end each sentence with a punctuation mark.

PHONICS AND WORD STUDY | LESSON 29



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:	
2.	non + dairy =	_
	Definition:	
_		
3.	non + living =	_
	Definition:	
4.	non + stick =	_
	Definition:	



Hide and Seek

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COMPREHENSION | LESSON 29



Setting and Point of View

Directions: Refer to the passage "Red Wind Blowing" to complete this page.

1.	Describe the setting of the story.
_	
_	
2.	How important is the setting to the story? Why?
_	
_	
3.	What does the narrator tell us about Mark's experience during the sandstorm?
_	
4.	How would the story change if it was told from Ibrahim's point of view?



VOCABULARY | LESSON 29

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.	Wat	er	_ out of the broken	sprinkler.	
3.	He v	vore a	to protect his	face from the windy wea	ither.
		ns: Use the context of ry word.	each sentence to w	rite a definition of the un	derlined
1.	The	lifeguard at the beach	asked us to stay of	f the sand <u>dunes</u> .	
_					
2.	Whe	en we closed the <u>shutte</u>	rs on the windows,	the room became very d	ark.
3.	The	metal bowl was covere	ed in bright yellow <u>e</u>	enamel.	

LEARNING LOG | LESSON 29



Learning Log

Pirections: 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 man				
	•			•



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.

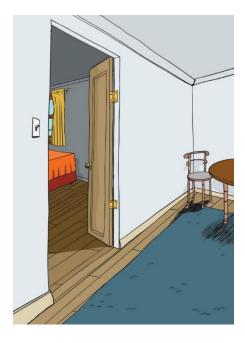
pancakes	nonverbal	washed
talks	armchair	wallpaper
nontoxic	kicked	singing

One Syllable	Two Syllables	Three Syllables



Hide and Seek

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COMPREHENSION | LESSON 30

Point of View: Your Turn to Write

rience during t of view. Be	g the sands gin each se	storm. This entence wit	paragraph h a capital	should be letter and	from end each
					,
l	erience during t of view. Be	erience during the sands t of view. Begin each se	erience during the sandstorm. This t of view. Begin each sentence wit	erience during the sandstorm. This paragraph t of view. Begin each sentence with a capital	nink about the story "Red Wind Blowing." Write a paragrerience during the sandstorm. This paragraph should be to f view. Begin each sentence with a capital letter and a punctuation mark. Check your spelling when you are

VOCABULARY | LESSON 30



Content Vocabulary Review

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

1.	Write a sentence about the <u>enamel</u> on a teapot.
2.	Write a sentence about a sandstorm using the words shutters and grit.
3.	Write a sentence about a boy wearing a <u>howli</u> .
4.	Write a sentence about sand using the words <u>dunes</u> and <u>spurted</u> .



LEARNING LOG | LESSON 30

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.			