Prefixes un-, re-, mis-, dis-, non-

**Directions** Add the prefix un-, re-, mis-, non-, or dis- to each base word. Write the new word on the line.

1. un- + load = ______ unload
2. re- + learn = ______ relearn
3. mis- + direct = ______ misdirect
4. non- + sense = ______ nonsense
5. dis- + like = ______ dislike

**Directions** Write the word from the box that best fits each definition.

- ______ misspell 6. to spell wrong
- ______ nonstop 7. without stopping
- ______ unknown 8. not known
- ______ rewrite 9. to write again
- ______ dishonest 10. not honest

**Directions** Add the prefix un-, re-, mis-, or dis- to the word in ( ) to complete each sentence. Write the new word on the line.

- ______ unable 11. Last night I was (able) to see the stars.
- ______ disappeared 12. The sky was so dark, I thought they had (appeared).
- ______ misplaced 13. I couldn’t find the telescope. Someone had (placed) it.
- ______ recall 14. When I asked who had used the telescope last, no one could (call).
- ______ unlikely 15. It’s (likely) that I will see the stars tonight.

**Home Activity** Your child wrote words with the prefixes un- (unhappy), re- (recall), mis- (mistake), non- (nonsense), and dis- (dislike). Ask your child to choose words from the box above and use them in sentences. Then ask your child to remove the prefix from each word and use the new words in sentences.
Name ________________________________

Character, Setting, and Plot

- **Characters** are the people or animals in a story.
- We can learn about characters by what they do and say.
- The **setting** is where and when a story takes place.

**Directions**  Read the following play. Then answer the questions below.

**NARRATOR:** Maureen and Lynn help Ms. Kominski clean the classroom whenever they can. One Friday after school, they were helping to clean the bookcases, when someone came to call Ms. Kominski to the office.

**MS. KOMINSKI:** I’ll be right back, girls.

**NARRATOR:** The two girls kept working, dusting the bookcase and straightening the books. Suddenly Maureen bumped into Lynn, and Lynn’s arm hit the vase of flowers. The vase went crashing to the floor and broke!

**LYNN:** Oh, no! Quick, let’s leave before Ms. Kominski comes back.

**MAUREEN:** That’s silly! She will know it was us! Let’s just tell her.

**LYNN:** You’re right.

**NARRATOR:** Just then Ms. Kominski returned, and Lynn and Maureen told her what had happened. They offered to buy a new vase.

**MS. KOMINSKI:** I’m glad you told me. The vase was not expensive, so we won’t worry about your paying for it. Just help me clean up the spilled water.

1. What is the setting of this story? **a classroom after school**

2. How do you know the girls like their teacher and enjoyed helping her?  **They are staying after school. They offer to help whenever they can.**

3. Why do you think Lynn says they should leave when the vase breaks?  **She probably feels embarrassed and sorry.**

4. Why did the girls offer to pay for the vase?  **They felt bad about breaking it and thought that would make up for it.**

5. How do you think they felt after Ms. Kominski said the vase was not expensive?  **They probably felt relieved and glad they had told the truth.**

**Home Activity**  Your child answered questions about characters in a story. Read a story together, or watch a television program, and discuss why the characters did the things they did in the story.
The Moose and the Gadfly

[Setting: At the riverbank. Moose is drinking from the river. Beaver, Bear, Duck, and Gadfly are gathered nearby.]

Narrator: The animals were worried. Moose had been drinking from the river for a very long time, and they were concerned that he would soon drink the river dry. Then Beaver would have no place to build his dam, Bear would have no fish to catch, and Duck would have no place to swim.

Beaver: What else can we do to stop Moose from drinking the river? The logs I rolled down the river only bounced off of him.

Bear: My angry growls don’t frighten him.

Duck: And my furious quacks Moose ignores.

Gadfly: I will stop Moose from drinking the river dry!

Beaver, Bear, and Duck: What! How can a little fly frighten away a big moose? You are not clever, or strong, or brave!

Gadfly: [buzzes toward Moose]

You’ll see!

Narrator: As the other animals watched in disbelief, Moose suddenly stopped drinking the river. He began to swish his tail and gnaw his neck, and finally became so angry at Gadfly’s biting that Moose ran far away, stomping his great feet and creating deep holes in the river as he went. This is how the Grand Canyon was formed, with steep sides and the river at the bottom. When Gadfly returned, all the animals cheered for him and never doubted the little fly again.

1. What is the problem in the story? Circle the paragraph that tells you.

The animals are afraid Moose will drink all the water. The Narrator’s first paragraph tells us this.

2. How is the problem solved? Circle the paragraph that tells you.

Gadfly bit Moose and made him run away. The Narrator’s last paragraph tells us this.
Vocabulary

**Check the Words You Know**

- overhead
- imaginary
- antlers
- narrator
- languages

**Directions** Write the vocabulary word from the box next to its meaning.

1. poke
   - jabbed with a finger or stick
2. narrator
   - someone who tells a story
3. antlers
   - bonelike growths on an animal’s head, such as a deer
4. languages
   - the words and grammar people use to communicate
5. imagined
   - formed a picture in your mind about something

**Directions** Fill in the word from the box that fits the meaning of the sentence.

6. The deer had huge, pointed _______ antlers _______ on its head.
7. We looked at the clouds _______ overhead _______ to see if it would rain.
8. The boy _______ imagined _______ that he would grow up to be a great ball player.
9. My brother _______ poked _______ me in the arm to wake me up.
10. Rafael speaks two _______ languages _______, English and Spanish.

**Write a Poem**

On a separate sheet of paper, write a poem about something wonderful you imagine. Use as many vocabulary words as possible.

*Students’ writing should incorporate the lesson vocabulary in a poem that’s about something good they imagine.*

**Home Activity** Your child has identified and used vocabulary words from *Pushing Up the Sky*. Play a game with your child in which you take turns imagining something, with each of you adding to what the other imagined. Use as many vocabulary words as you can.
Main Verbs and Helping Verbs

A verb phrase is a verb that has more than one word. The main verb shows action. A helping verb shows the time of the action. In the following sentence, planting is the main verb, and are is the helping verb.

The girls are planting corn with the women.

The helping verbs am, is, and are show present time. Was and were show past time. Will shows future time. The helping verbs has, have, and had show that an action happened in the past. In the following sentences, had and will are helping verbs.

They had planted in spring. We will harvest in fall.

Directions Underline the verb phrase in each sentence.

1. The chief is carving a beautiful pole.
2. He will place it at the entrance of the village.
3. The little boys are learning from the chief.
4. Someday they will carve a pole.
5. They have made many small animals already.

Directions Look at the underlined verb in each sentence. Write M if it is a main verb. Write H if it is a helping verb.

6. Everyone in the village is helping with the crops. ___M___
7. The women had planted the seeds. ___H___
8. The girls have watered the plants. ___M___
9. The boys are picking the beans. ___H___
10. The men will plow the fields. ___H___

Home Activity Your child learned about main verbs and helping verbs. Have your child answer the following question: What were you doing at 3:00 today? Then have your child identify the main verb and the helping verb in the answer.
Prefixes

### Spelling Words

<table>
<thead>
<tr>
<th>unhappy</th>
<th>recall</th>
<th>disappear</th>
<th>unload</th>
<th>mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td>misspell</td>
<td>dislike</td>
<td>replace</td>
<td>mislead</td>
<td>disagree</td>
</tr>
<tr>
<td>rewrite</td>
<td>unroll</td>
<td>unknown</td>
<td>dishonest</td>
<td>react</td>
</tr>
</tbody>
</table>

### Adding Prefixes

Add a prefix to the underlined base word to make a list word. Write the list word. Read the sentence both ways.

1. Let's all help load the truck.
2. Our coach really knows how to lead the team.
3. We all like getting an allowance.
4. The class will agree with whatever you say.
5. I know I can spell that word.
6. You can count on that salesman to be honest.
7. I like to write letters.
8. Did you see the rabbit appear in the hat?

### Word Meanings

Write the list word that means almost the same thing as each word or phrase.

9. unfamiliar
10. error
11. remember
12. spread out
13. respond
14. get another
15. sad

9. unknown
10. mistake
11. recall
12. unroll
13. react
14. replace
15. unhappy

### Home Activity

Your child spelled words with the prefixes un-, re-, mis-, and dis-. Point to a list word. Have your child spell the prefix and the base word separately.
Name ________________________________

# Three-Column Chart

<p>| | | |</p>
<table>
<thead>
<tr>
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</tbody>
</table>
Vocabulary: Dictionary/Glossary

• You can use a **glossary** or a **dictionary** to find the meaning, syllabication, and pronunciation of unknown words.

- **antler** (ant’ lər) **NOUN.** a bony, branching growth on the head of a male deer elk, or moose
- **imagined** (i maj’ ən) **VERB.** to make a picture or idea of something in your mind
- **language** (lan’ gwij) **NOUN.** human speech, spoken or written
- **narrator** (nar’ ətər) **NOUN.** the person who tells a story or tale
- **overhead** (ō’ vər hed’) **ADVERB.** over the head; on high; above

**Dictionary/Glossary**

ant • ler (ant’ lər) **NOUN.** a bony, branching growth on the head of a male deer elk, or moose • **PLURAL ant • lers**

i • mag • ine (i maj’ ən) **VERB.** to make a picture or idea of something in your mind • **VERB i • mag • ines, i • mag • ined, i • mag • ining**

lan • guage (lan’ gwij) **NOUN.** human speech, spoken or written • **PLURAL lan • guag • es**

narr • ra • tor (nar’ át ər) **NOUN.** the person who tells a story or tale • **VERB n • ra • toes, n • ra • toed, n • ra • toing**

o • ver • head (ō’ vər hed’) **ADVERB.** over the head; on high; above

poke (pōk) **VERB.** to push with force against someone or something; jab • **VERB pokes, poked, pok • ing**

**Directions** Read the story. Use the glossary entries to answer the questions.

In ancient times, people did not yet understand science. They had many questions, though. They wondered why deer had antlers, why the sun rose overhead every day, or how raindrops poked through the clouds. Ancient people imagined reasons for things they did not understand. They made up stories and chose a narrator to tell and retell the stories. Over time, the stories were translated into different languages. They are still fun to retell today.

1. How many syllables are in the word **narrator**? **3**
2. Does the second **e** in **overhead** have a long or short sound? **short**
3. Does the **g** in **imagined** have a hard sound as in **game** or a soft sound as in **giant**? **a soft sound as in giant**
4. What does **poked** mean? **pushed against someone or something; jabbed**
5. Between which two letters would you divide the word **antlers** at the end of a line? **between t and l**

**School + Home**

**Home Activity** Your child used a glossary to understand meanings, syllabication, and pronunciation of words. Find unknown words in a dictionary. Make up questions about the words and have your child use a dictionary or glossary to find the answers.
Thesaurus

A thesaurus includes entry words with synonyms (words with the same or similar meanings) and antonyms (words with opposite meanings). Most word processing programs have a thesaurus to help you choose just the right word.

Directions  Use the thesaurus entry to answer the questions.

<table>
<thead>
<tr>
<th>Entry Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet</td>
<td>means making little or no noise. <em>Children are quiet at the library.</em></td>
</tr>
<tr>
<td>Silent</td>
<td>means not talking or making no sound. <em>The room became silent when the principal entered.</em></td>
</tr>
<tr>
<td>Still</td>
<td>means not moving. <em>The crowd was still as the last shot of the game was made.</em></td>
</tr>
</tbody>
</table>

ANTONYM: loud

1. What is the entry word for this thesaurus example? _____quiet_____

2. Which synonym of *quiet* best completes this sentence?
   *Peter stood very _____________ as the angry dog approached. _____still_____

3. Which word could you use to replace the underlined phrase in this sentence?
   *The children on the playground were not quiet. _____loud_____

4. How could you use a thesaurus to find more antonyms for *quiet*?
   **Possible response: Look up *loud* in the thesaurus and find some synonyms.**

5. What is one way that you could use a thesaurus for schoolwork?
   **Possible response: I could use a thesaurus to help find interesting words for writing assignments.**

Home Activity  Your child answered questions about a thesaurus entry. Read a book or story with your child. Select appropriate words for him or her to look up in a thesaurus to find synonyms and antonyms.
Prefixes

Proofread a Letter  Circle four misspelled words and write them correctly. Rewrite the second sentence, adding the missing helping verb.

Dear Mayor,

We think it’s a misteak to close the swimming pool. That make a lot of children unhappy. We don’t dislike playgrounds, but we disagree with changing the pool into a playground area. If you can’t fix the pool, please replac it.

The Third Graders

1. mistake  2. a lot  3. disagree  4. replace

Missing Words  Fill in the circle to show the correctly spelled word. Write the word.

6. Can you ______ what we did with the flashlight?  6. recall
   ○ reacl  ○ recall  ○ ricall  ○ recall

7. I’ll try not to ______ any words.
   ○ misspell  ○ mispell  ○ misspel

8. Did you see that deer ______ into the woods?
   ○ desappear  ○ disapear  ○ disappear

Home Activity  Your child identified misspelled words with the prefixes un-, re-, mis-, and dis-.

Name a base word. Have your child spell the list word.
Main Verbs and Helping Verbs

Directions Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

In the Village

(1) The chief is carving a beautiful pole. (2) He will place it at the entrance of the village. (3) The little boys are learning from the chief. (4) Someday they will carve a pole. (5) The children have made many small animal carvings already. (6) The village is famous for its poles. (7) People have come from all around to see their poles.

1 What is the main verb in sentence 1?
   ○ chief
   ○ is
   - carving
   ○ pole

2 What is the helping verb in sentence 2?
   - will
   ○ place
   ○ it
   ○ of

3 What word could you use to replace the main verb in sentence 4?
   ○ are
   ○ is
   - make
   ○ made

4 What is the helping verb in sentence 5?
   ○ made
   ○ have
   ○ many
   ○ carvings

5 The helping verb in sentence 7 shows that the action took place in what time?
   - past
   ○ present
   ○ future
   ○ It does not show time.

Home Activity Your child prepared for taking tests on main verbs and helping verbs. Have your child make up two sentences about what he or she will do next weekend. Ask your child to identify the main verb and the helping verb in each sentence.