

Name _____

Ruth Law Thrills a Nation

Phonics: Prefixes
over-, un-

► Read the sentence under each picture. Then choose the word from the box that fits the best.

overdue

overboard

unfold

unfriendly



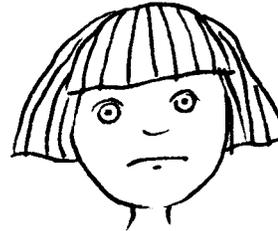
1. The puppy jumped

_____ to get the ball.



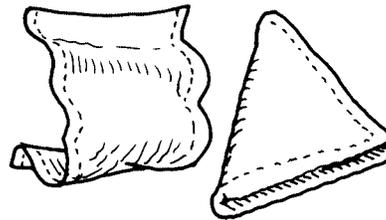
3. My library book was late. It was

_____.



2. The girl looked

_____ because she was frowning.



4. She had to

_____ her napkin to place it on her lap.

To the Teacher Talk about what *over-* and *un-* mean. Read aloud the directions to the worksheet. Model writing a word from the box in the correct column. Help the children complete the sentences as needed.

► Read the sentence and choose the prefix from the box that belongs with the word. Write the prefix on the line

over

un



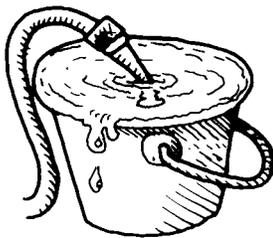
1. We brought our sleeping bags to stay _____ night at Grandma's.



2. She was _____ sure of what to wear to school.



3. Mom had to _____ fold the letter to read it.



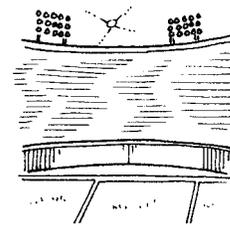
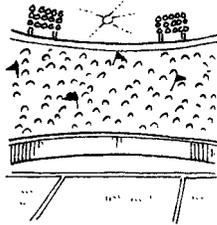
4. I turned off the water so it would not _____ flow.

To the Teacher Remind children of the prefix meanings. Read aloud the directions. Make sure they understand they are writing the prefix in the blank. Point out to the children that they should try to read the sentence first before looking at the picture for clues.

► Read each question. Write a word from the box under the picture that answers the question.

spectators **heroine** **stood** **hospitality**

1. Which one has spectators?



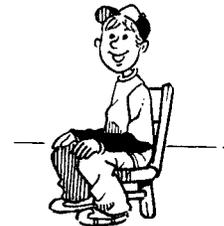
2. Who is a heroine?



3. Who shows hospitality?



4. Who stood up?

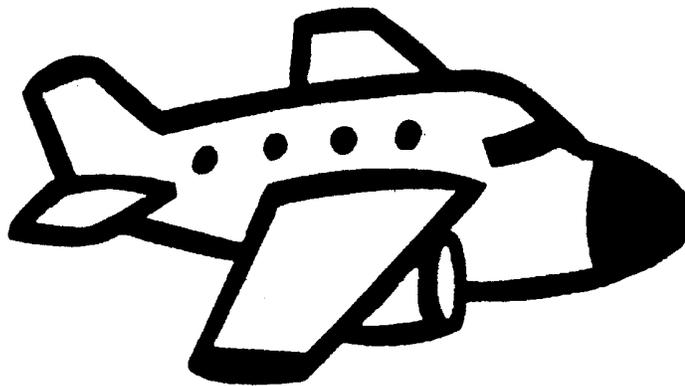


To the Teacher Read aloud the directions and have the children read aloud the words in the box with you. Guide the children to write the word under the correct picture and read the sentence aloud. Partners work together to complete the page. Then point to the first picture and ask: *Are there spectators?* (Yes, there are spectators.) Point to the next picture and ask the same question. (No there are not spectators.) Repeat the question and answer strategy for the remaining items. Have the children complete this sentence frame with the remaining vocabulary words: *When I said "no," I (refused) to do something. To lift up a 100 pounds is quite a (feat).*

Name _____

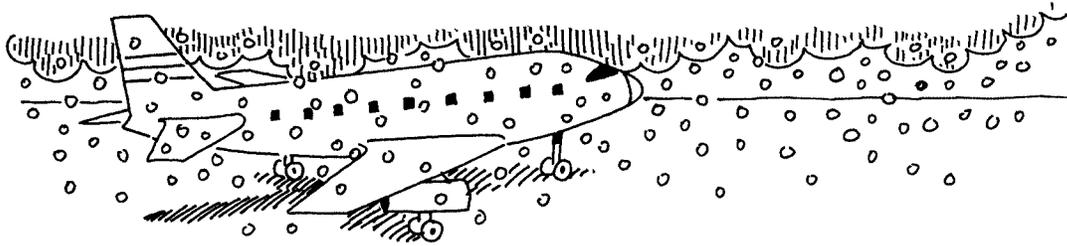
► Read the words. Then write each word, dividing it into syllables. The first word has been done for you.

- | | | | |
|------------|--------------------|--------------|--------------------|
| 1. piglet | <u> pig/let </u> | 2. unfold | <u> un/fold </u> |
| 3. puddle | _____ | 4. hundred | _____ |
| 5. fearful | _____ | 6. hotel | _____ |
| 7. problem | _____ | 8. dollar | _____ |
| 9. shouted | _____ | 10. airplane | _____ |



► **Read the story. Then answer the questions.**

The weather is bad. Heavy snow is falling. The ground is very icy. Linda, the pilot, looks at the dark sky. This kind of weather is dangerous. She thinks about the safety of the passengers. She knows what she has to do.



1. Which sentence would go best at the end of the paragraph?
- She must wait until the bad weather passes.
 - She must clean the airplane's cockpit.
 - She must fix the airplane's wings.

 **Tip**

Think about what is happening as the story ends. Choose the one that sounds the best.

2. When the bad weather passes, the first thing Linda will probably do is
- get on another airplane.
 - fly the plane.
 - land the airplane.

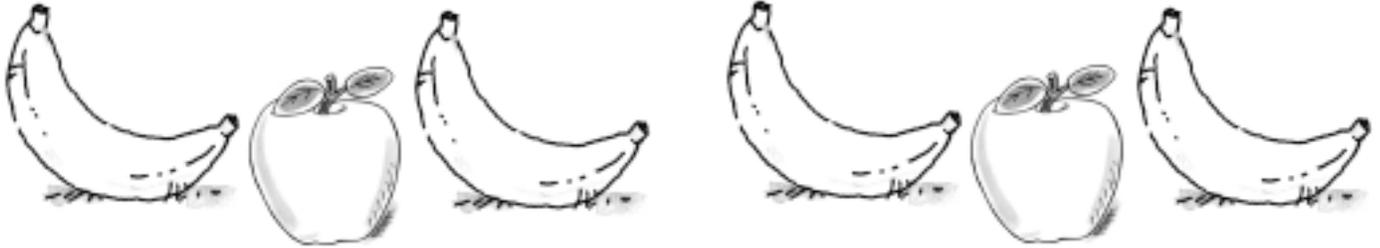
 **Tip**

Think about what you would do if you were the pilot. Find an answer that makes the most sense for the story.

To the Teacher Talk with the children about times when they predict what will happen. For example, if it is raining, do they think a picnic will be cancelled? Remind the children that context clues and general information help us to look ahead. After reading aloud the paragraph, make sure the children understand that their task is to think about where the story is going beyond what is written here. Then talk about their answers after they have completed the page.

Name _____

► Read the riddle. Circle the word that solves the riddle.



1. Something a ball player did with the ball.

cook threw log

2. A bird did this.

took flew ran

3. Something you just bought is this.

sell old new

4. When a plant got taller, it did this.

grew leaf plant

5. This is what apples are.

dog birds fruit

To the Teacher Read aloud the directions to the activity. Make sure children understand what a riddle is. Model the first question. Remind children of the /oo/ sound made by *ui* and *ew*. Explain what each answer choice means. Then have a volunteer answer the question. Have children complete the remaining questions with a partner.