Prefixes *un-, re-, pre-, dis-*

Generalization  When prefixes *un-, re-, pre-,* and *dis-* are added to most words, the base word stays the same.

Sort the list words by their prefixes.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Prefix</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td>10.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td>11.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>12.</td>
</tr>
<tr>
<td><em>re-</em></td>
<td>5.</td>
<td></td>
<td>13.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td></td>
<td>15.</td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Challenge Words

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Prefix</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Spelling Words*

1. unsafe
2. preheat
3. rerun
4. disappear
5. unlock
6. retie
7. rewind
8. unpack
9. unplug
10. regroup
11. preschool
12. disagree
13. prehistoric
14. unfortunate
15. reunion

Home Activity  Your child is learning to spell words with the prefixes *un-, re-, pre-,* and *dis-*. To practice at home, have your child look at the word, say it, spell it, and identify the base word.
Pronouns for One and More Than One

He, she, and it are pronouns that name only one. We and they are pronouns that name more than one.

Dale likes to read. He has a library card. He is a pronoun that names one person—Dale.

Dale and Jen are friends. They will go to the library. They is a pronoun that names more than one—Dale and Jen.

Circle the pronouns that name only one. Underline the pronouns that name more than one. Write the pronouns in the chart.

Dale and Jen walked to the library. Suddenly they heard a tiny whine. “We should see what the noise is,” Jen said. She went over to a bush. A puppy was caught. Dale pulled it free. He set the puppy down. The puppy ran to a boy nearby.

<table>
<thead>
<tr>
<th>Pronouns That Name Only One</th>
<th>Pronouns That Name More Than One</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Home Activity** Your child learned about pronouns for one and more than one. Ask your child to read aloud the story on this page. Have him or her continue the story by telling what happened next. Remind your child to use he, she, it, we, and they.
Pronouns for One and More Than One

Circle the pronoun in ( ) that can take the place of the underlined word or words.

1. Gina found a lost kitten. (They, She)
2. Leroy helped his neighbor carry groceries. (We, He)
3. The firefighters rescued a family. (They, He)
4. Kelly and I raked leaves for Grandpa. (We, She)

Tell about a time you and someone else helped someone or something. Write about who or what you helped and what you did. Use he, she, it, we, or they in some of your sentences.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Home Activity  Your child learned how to use pronouns for one and more than one in writing. Have your child read his or her story on this page. Ask your child to circle the pronouns that he or she used.
Name

Pronouns for One and More Than One

Mark the letter of the pronoun that can take the place of the underlined word or words.

1. Greg thinks strange things happen in our house.
   ○ A He
   ○ B They
   ○ C We

2. One dark night, my sister saw a window pop open.
   ○ A they
   ○ B we
   ○ C she

3. One stormy night, Cara and I heard the steps creak.
   ○ A he
   ○ B we
   ○ C she

4. One bright morning Dad said, “Our house is old.”
   ○ A It
   ○ B They
   ○ C We

5. One sunny day Mom said, “The sounds are not strange.”
   ○ A It
   ○ B She
   ○ C They

6. “The house is just stretching.”
   ○ A We
   ○ B It
   ○ C They

Home Activity Your child prepared for taking tests on pronouns for one and more than one. Ask your child to make up sentences about what family members like to do and then to change the names to the pronouns he, she, we, or they.
Pronouns for One and More Than One

Circle the pronoun in ( ) that can take the place of the underlined words.

1. An animal shelter takes in lost or unwanted animals. (It, We)

2. Special people care for the animals there. (She, They)

3. You and I can adopt the animals. (We, They)

Write the pronoun that can take the place of the underlined words. Use he, she, it, we, or they.

4. Roy and Rita are new pet owners.
   ____________________________
   ____________________________ have a new kitten.

5. The kitten must see the vet.
   ____________________________
   ____________________________ will get a checkup.

6. Dr. Maria Green gives the kitten a shot.
   ____________________________
   ____________________________ checks the kitten’s teeth.

Home Activity Your child reviewed pronouns for one and more than one. Ask your child to read the underlined words on this page. Then have your child replace the underlined words with pronouns.
Prefixes un-, re-, pre-, dis-

Write the list word.

<table>
<thead>
<tr>
<th>not safe</th>
<th>wind again</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. __________ 2. __________</td>
</tr>
<tr>
<td>opposite of pack</td>
<td>group in a new way</td>
</tr>
<tr>
<td></td>
<td>3. __________ 4. __________</td>
</tr>
</tbody>
</table>

Read the sentence. Make a list word by adding a prefix to the underlined word.

5. Did you plug the lamp? __________
6. I agree with that idea. __________
7. Let’s run those home movies. __________
8. Eddie started school this year. __________
9. Be sure to lock the door. __________
10. My cat seems to appear at night. __________
11. Please tie your shoes. __________
12. Did you heat the oven? __________

School + Home Activity: Your child spelled words with the prefixes un-, re-, pre-, and dis-. Have your child explain how the new word changes the meaning of the sentences in Exercises 5 to 12 above.
Prefixes *un-, re-, pre-, dis-*

Read Denny’s note. Circle three spelling mistakes. Write the words correctly. Write the word that needs a capital letter.

Hey, I found out where your dogs go when they disappear. I saw them when I was riding my bike. They were playing with the boys at the preschool. I said I’d find out, and I did!

Denny

_________________________  _______________________
1. ______________________  _______________________
2. ______________________  _______________________
3. ______________________  _______________________
4. ______________________  _______________________

Circle the word that is spelled correctly. Write it.

5. unpack  inpack  5. ______________________  _______________________
6. perheat  preheat  6. ______________________
7. disagree  disagree  7. ______________________
8. regroup  rigroup  8. ______________________
9. unsav  unsafe  9. ______________________
10. rewind  rewine  10. ______________________

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>unsafe</td>
</tr>
<tr>
<td>rewind</td>
</tr>
<tr>
<td>preheat</td>
</tr>
<tr>
<td>unpack</td>
</tr>
<tr>
<td>rerun</td>
</tr>
<tr>
<td>unplug</td>
</tr>
<tr>
<td>disappear</td>
</tr>
<tr>
<td>regroup</td>
</tr>
<tr>
<td>unlock</td>
</tr>
<tr>
<td>preschool</td>
</tr>
<tr>
<td>retie</td>
</tr>
<tr>
<td>disagree</td>
</tr>
</tbody>
</table>

Frequently Misspelled Words
upon
said
was

Home Activity Your child identified misspelled words with the prefixes *un-, re-, pre-, and dis-*. Pronounce a list word. Ask your child to identify the prefix and spell the word.
Prefixes *un-, re-, pre-, dis-*

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>unsafe</td>
</tr>
<tr>
<td>preheat</td>
</tr>
</tbody>
</table>

Write the list word that matches each clue.

1. This word rhymes with *kind* but starts with *w*. Add the prefix *re-*.  
   1. ________________

2. This word rhymes with *treat* but starts with *h*. Add the prefix *pre-*.  
   2. ________________

3. This word rhymes with *pie*, but starts with *t*. Add the prefix *re-*.  
   3. ________________

4. This word rhymes with *bug*, but starts with *pl*. Add the prefix *un-*.  
   4. ________________

Draw a line to match the prefix to the base. Write the word.

- pre run 5. ________________
- un school 6. ________________
- re agree 7. ________________
- dis safe 8. ________________

**Home Activity** Your child has been learning to spell words with the prefixes *un-, re-, pre-, and dis-. Help your child search through a magazine or other printed material for other words with these prefixes.
Name ______________________________________

un + happy = unhappy
pre + game = pregame
re + paint = repaint
dis + appear = disappear

disagree disloyal prepay preteen replay
reread retie unsafe unlocked unpack

Write words with un-, re-, pre-, or dis- to match each clue. Use the words in the box if you need help.

1. play again ___________________________ ___________________________
2. not agree ___________________________ ___________________________
3. opposite of pack ___________________________ ___________________________
4. pay in advance ___________________________ ___________________________
5. not locked ___________________________ ___________________________
6. not loyal ___________________________ ___________________________
7. not yet a teen ___________________________ ___________________________
8. tie again ___________________________ ___________________________
9. not safe ___________________________ ___________________________
10. read again ___________________________ ___________________________

Home Activity Your child wrote words with the prefixes un-, re-, pre-, and dis-. With your child, look for words like these in ads and signs. Help your child pronounce the words and figure out what they mean. Encourage your child to use the meaning of the prefix to help define the word.

Practice Book Unit 5 Phonics Prefixes un-, re-, pre-, dis-
Look at the pictures. Write the words first, second, third, and last to show the correct order of events.

________________________
________________________
________________________
________________________

Write a sentence about what might happen next.

________________________
________________________
________________________
________________________

Home Activity Your child identified the order of events in a picture story about a boy and his dog. Have your child draw four or five pictures that tell a different story about a child and pet. Ask your child to label the pictures to show the order of events.
Winter was coming. The birds needed food. Carla wanted to help. First, she asked her mother. Then she made a bird feeder. After that, Carla filled it with seed. Finally, Carla put the feeder in the tree.

1. Underline the clue words First, Then, After, and Finally in the story.

2. Show the right order. Write 1, 2, 3, or 4 on the lines.

   Finally, Carla put the bird feeder in the tree.
   First, she asked her mother.
   After that, Carla filled it with seed.
   Then she made a bird feeder.

Write a sentence to tell what might happen next.

3. 

Home Activity Your child identified words that show the order of events and placed story events in correct order. Talk with your child about something he or she could do to help with the care of a pet or with another household task. Together, write the steps your child would follow to accomplish the job.
Name ______________________________

Pick a word from the box to match each clue. Write the word on the line.

flashes lightning pounds
pours rolling storm thunder

1. a sound that comes with lightning
   _______________________________________________________________________

2. light that comes before thunder
   _______________________________________________________________________

3. short bursts of light
   _______________________________________________________________________

4. beats down
   _______________________________________________________________________

5. low, rumbling sounds
   _______________________________________________________________________

6. It brings rain and wind.
   _______________________________________________________________________

7. When it rains hard, it
   _______________________________________________________________________

Home Activity  Your child used clues to identify and write words that he or she learned to read this week. Ask your child to think of a storm he or she has experienced. Use the words from this page to help your child write a paragraph describing the storm.

66  Lesson Vocabulary  Practice Book Unit 5
Rob wanted a pet more than anything. He begged for a dog. His mom said, “No.” Dogs need a yard. Rob begged for a cat. His mom said, “No.” Cats make her nose itch. He asked for a fish. This time she said, “Yes.” Later that day Rob picked out a big, beautiful fish. It was just the right pet for him.

Circle the sentence below that tells the big idea of this story.

Dogs need space to run.

Cats make some people sick.

A pet must be right for your family.

Write 1, 2, or 3 on the lines to show the right order.

______

______ Rob’s mom said, “No.”

______ Rob got a fish.

______ Rob begged for a dog.

Home Activity Your child identified the big idea of a story and put story events in correct order. Pick a simple story that your child knows well. Talk about the story’s big idea. Tell the story, but change the order of key events. Then ask your child to retell the story, putting the events into the right order.
Name ______________________________

**Pick a word from the box to match each clue.**

**Write** the letters of the word in each puzzle.

<table>
<thead>
<tr>
<th>Harmful</th>
<th>Inventor</th>
<th>Painter</th>
<th>Softly</th>
<th>Useful</th>
<th>Yearly</th>
</tr>
</thead>
</table>

1. not loudly

2. artist

3. every summer

4. bad for you

5. of help

6. a person who makes up something new

---

**Put** these letters in order to write a word.

**HINT:** The circled letters in the words above spell the new word.

rerfam

---

**Home Activity** Your child reviewed words with the suffixes -ly, -ful, -er, and -or. Help your child write a story using some of this lesson’s words. Encourage your child to include other words with suffixes. Have your child circle each -ly, -ful, -er, and -or suffix and read the story aloud.
Name __________________________

Pick a word from the box to finish each sentence. Write the word on the line.

flashes lightning pounds pours rolling storm thunder

1. The kitten cries as the rain __________________________ the car.
2. Rain __________________________ off the roof.
3. The __________________________ thunder continues.
4. The sky fills with __________________________ .
5. The kitten closes its eyes from the __________________________ .
6. Just then comes a loud clap of __________________________ .
7. Why are you out in this __________________________ , little kitty?

Home Activity Your child used lesson vocabulary words to complete sentences. Write different sentences and have a blank line for your child to fill in the correct vocabulary word for each sentence.
Name __________________________

Look at the bar graph. Write the answer to each question.

1. What does the bar graph show?

2. How many children own dogs?

3. How many more children own cats than fish?

4. Which animal is most popular?

5. A new girl in class has a bird. Add that pet to the chart.

Home Activity Your child learned how to read a bar graph. Have your child ask friends and relatives which pet they like best. Keep a tally of how people respond. Help your child make a bar graph showing what kind of pets people prefer.