

## Prefixes *con-* and *mid-*

**FOCUS** The prefix *con-* means “with” or “together.” For example, when the prefix *con-* is added to the word *form*, the new word *conform* means “to form, or shape, with.”

The prefix *mid-* means “middle.” For example, the word *midweek* means “middle of the week.”

**PRACTICE** Add *con-* or *mid-* to each base word below, and then write the new word’s definition on the line. Use a dictionary if you need help.

1. \_\_\_\_\_year

\_\_\_\_\_

2. \_\_\_\_\_month

\_\_\_\_\_

3. \_\_\_\_\_struct

\_\_\_\_\_

4. \_\_\_\_\_centrate

\_\_\_\_\_

5. \_\_\_\_\_sequence

\_\_\_\_\_

6. \_\_\_\_\_night

\_\_\_\_\_

**APPLY** Each word below uses the prefix *con-* or *mid-*. Use your knowledge of the base word or root's meaning to write an original sentence for each word.

7. conference \_\_\_\_\_

\_\_\_\_\_

8. midwinter \_\_\_\_\_

\_\_\_\_\_

9. midmorning \_\_\_\_\_

\_\_\_\_\_

10. congregate \_\_\_\_\_

\_\_\_\_\_

11. midair \_\_\_\_\_

\_\_\_\_\_

12. convince \_\_\_\_\_

\_\_\_\_\_

13. midway \_\_\_\_\_

\_\_\_\_\_

14. conclude \_\_\_\_\_

\_\_\_\_\_

# Vocabulary

**FOCUS** Review the selection vocabulary words from “Hatchet.”

flue  
glancing  
painstaking  
pointed  
quantity  
rasping

registered  
segment  
skittered  
tendrils  
tensed  
winning

**PRACTICE** Read each sentence. Think about the meaning of the underlined word or words. Write the vocabulary word on the line that is similar in meaning.

1. The cockroach moved quickly when the light shined on it.

\_\_\_\_\_

2. After the concert, he talked with a rough, screeching voice.

\_\_\_\_\_

3. It was a careful and thorough process to sort the tiny doll shoes.

\_\_\_\_\_

4. The man chopped the tree with angled hits to the trunk.

\_\_\_\_\_

5. The amount of toothpicks it takes to build a model bridge is great.

\_\_\_\_\_

6. The smoke went out through the chimney of the small hut.

\_\_\_\_\_

7. Make sure you use the sharp end of the stick.

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8. Matthew was making a pained expression when he twisted his ankle.

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9. We will read only a part of the story today in class.

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10. Every muscle in his body tightened when his sister scared him.

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11. Thin, curly pieces of ribbon decorated the wrapped gift.

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12. I finally recognized the buzzing sound as my alarm.

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**APPLY** Read each question. Think about the meaning of the underlined vocabulary word. Write your answers on the line.

13. What might cause a rasping voice?

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14. What is something that is painstaking to do?

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15. What is something you have seen that skittered as it moved?

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16. When would you have tensed your muscles?

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## Band Time

In music class, Mr. Everhart set out eight different instruments in their cases and said, “We will be starting Beginning Band next month. Today, I will give you a brief introduction to each instrument and you can decide which ones you might want to play. Talk to your parents about your favorites and then come back next Tuesday to try playing the ones you like before you decide.”

Mr. Everhart explained that he had three types of instruments: brass, woodwinds, and percussion. He explained that in addition to the bass drum and snare drum, other instruments are also included in the percussion section: cymbals, shakers, chimes, and xylophones. He demonstrated the bass drum by hitting it with a glancing blow in a steady rhythm: boom...boom...boom...boom. Then he played the snare drum. It had a higher and crisper sound: rat-a-tat-tat, rat-a-tat-tat. I winced at the sound.

Mr. Everhart said, “You have three woodwind instruments you can choose: the flute, the clarinet, and the saxophone.” He picked up a small case with a silver instrument in three segments. He fit the segments together, set his lip next to the hole, and blew across the hole. The flute made a sound that reminded me of an easy breeze. The next instrument was black and was stored in five segments! He put the segments together and played the low and mysterious sound of the clarinet. The notes were like smoke drifting and swirling around the room and out a chimney’s flue.

In a big rectangular case, there was a bright yellow instrument with buttons that Mr. Everhart called keys. He told us that even though the saxophone looks like a brass instrument, it is a woodwind because of the mouthpiece. He pulled out the pointed mouthpiece and showed us the reed and then set the saxophone mouthpiece next to the clarinet mouthpiece, so we could see how they were alike. The saxophone had a brighter sound than the clarinet, but it was not for me.

“And now we have reached the brass instruments,” said Mr. Everhart. “These instruments are played by making a buzzing sound into the mouthpiece.” We all had to mimic Mr. Everhart’s funny noise. He then played the trumpet, which was brighter still than the saxophone. The next instrument was the lower, mellower sound of the trombone. He saved the biggest and lowest sound for last.

“Most beginning players do not play tuba, but I do, and I thought you might like to hear it.” He picked up the huge instrument, and I tensed awaiting to hear the massive sound. It wasn’t as loud as I thought it would be. A low rumbling sound came out of the large bell that pointed to the ceiling.

“Our school has instruments that you may borrow, so your family will not need to purchase an instrument, however we have limited quantities. So, everyone may not get their first choice for an instrument. Talk over your options with your parents. You will need to practice some at home,” finished Mr. Everhart with a rasping voice.

I went home that night and painstakingly shared every detail of all the instruments with my parents. I told them I was unsure which instrument I wanted to play. I liked the sounds of the clarinet and the trombone best, but they seemed very different. My parents said, “You can try them both out next Tuesday and we’ll see which one you like best then.”

I kept thinking about which one I liked better, so I talked to my friends. They said, “Girls play clarinet and boys play trombone.” Well, that sounded like the silliest thing I ever heard. So, the more I asked people about my decision, the more I heard, “Girls can’t play trombone.” It bothered me when people said this, but I wasn’t sure why. Then it registered what was bothering me: *No one tells me what I can and cannot do! I will show them that girls can play trombone!* I started buzzing my lips like Mr. Everhart showed us in class, just to prove everyone wrong.

When Tuesday arrived, I tried playing the clarinet, but it just squawked. It did not have the cool, dark sound that Mr. Everhart made. I was disappointed and hoped I would have much better luck with the trombone. I tucked a tendril of my hair behind my ear and picked up the trombone. I set the bell end on my shoulder and brought the mouthpiece up to my lips. I made the buzzing sound and this amazing mellow sound came out the other end!

“Bravo!” said Mr. Everhart. “I think you have found your voice in this band.”

# Cause and Effect

## **FOCUS**

- A **cause** is the reason an event happens.
- An **effect** is what happens as a result of a cause.

The words *because, since, therefore, and so* show the reader that a cause-and-effect relationship has taken place.

**PRACTICE** Complete each cause-and-effect relationship below by providing the missing half.

1. My bike had a flat tire, so \_\_\_\_\_

\_\_\_\_\_

2. I forgot my lunch at home, so \_\_\_\_\_

\_\_\_\_\_

3. Because the ground was muddy, \_\_\_\_\_

\_\_\_\_\_

4. Eli loved Tuesdays because \_\_\_\_\_

\_\_\_\_\_

5. The library closes at six today; therefore, \_\_\_\_\_

\_\_\_\_\_

**APPLY** Read the sentences below, and identify the cause and effect in each one.

6. The leaves blew off the tree because the wind was so strong.

**Effect:** \_\_\_\_\_

**Cause:** \_\_\_\_\_

7. I could not reach the top shelf because I am too short.

**Effect:** \_\_\_\_\_

**Cause:** \_\_\_\_\_

8. We won the game, so we will play in the championship.

**Effect:** \_\_\_\_\_

**Cause:** \_\_\_\_\_

9. Because our family loves playing along the shore, we go to the beach often.

**Effect:** \_\_\_\_\_

**Cause:** \_\_\_\_\_

10. I did not study, so I did terribly on the test.

**Effect:** \_\_\_\_\_

**Cause:** \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Opinion Writing

## Think

**Audience: Who** will read your opinion essay?

\_\_\_\_\_

**Purpose: What** is your reason for writing an opinion essay?

\_\_\_\_\_

**PREWRITING** On the lines below, list five possible sources for researching your topic.

Source # 1: \_\_\_\_\_

Source # 2: \_\_\_\_\_

Source # 3: \_\_\_\_\_

Source # 4: \_\_\_\_\_

Source # 5: \_\_\_\_\_

**Which is the best source for you to look in first?  
Explain your answer.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Revising

Use this checklist to revise your opinion essay.

- Does your writing have an effective introduction that clearly states an opinion?
- Does your writing have three reasons that support your opinion?
- Does each reason have a further explanation?
- Did you include at least one fact or reason taken from a source?
- Does your writing focus on a specific audience?
- Does your writing have an effective conclusion that sums up your opinion?

# Editing/Proofreading

Use this checklist to correct mistakes in your opinion essay.

- Did you use proofreading symbols when editing?
- Did you include transition words and phrases to link ideas?
- Did you include prepositions and prepositional phrases where they are needed?
- Did you check your writing for spelling mistakes?

# Publishing

Use this checklist to prepare your opinion writing for publishing.

- Write or type a neat copy of your opinion writing.
- Add a photograph or a drawing.

## Prefixes *con-* and *mid-*

### **FOCUS**

A prefix changes the meaning of the base or root word it precedes. Identifying prefixes and understanding their meanings can help you figure the meaning and spelling of difficult or unfamiliar word.

- The suffix *con-* means “with” or “together.”
- The suffix *mid-* means “middle.”

**PRACTICE** Add the prefix *con-* or *mid-* to the following base words and word parts, and write the resulting spelling words on the lines.

#### Word List

- |              |                 |
|--------------|-----------------|
| 1. concoct   | 11. midair      |
| 2. concur    | 12. midday      |
| 3. conduct   | 13. midnight    |
| 4. conductor | 14. midpoint    |
| 5. confer    | 15. midsentence |
| 6. conjoin   | 16. midstream   |
| 7. conspire  | 17. midterm     |
| 8. construct | 18. midtown     |
| 9. contract  | 19. midway      |
| 10. converge | 20. midwinter   |

#### Challenge Words

1. contiguous
2. connote
3. midfielder

1. night \_\_\_\_\_
2. struct \_\_\_\_\_
3. cur \_\_\_\_\_
4. day \_\_\_\_\_
5. way \_\_\_\_\_
6. spire \_\_\_\_\_
7. stream \_\_\_\_\_
8. point \_\_\_\_\_

9. ductor \_\_\_\_\_
10. air \_\_\_\_\_
11. tract \_\_\_\_\_
12. fer \_\_\_\_\_
13. sentence \_\_\_\_\_
14. verge \_\_\_\_\_
15. term \_\_\_\_\_
16. coct \_\_\_\_\_

17. town \_\_\_\_\_

19. join \_\_\_\_\_

18. winter \_\_\_\_\_

20. duct \_\_\_\_\_

**APPLY** If the underlined word in the sentence is incorrect, write the correct word on the line. If it is correct, write *Correct*.

21. The two groups of hikers expect to convurge where the trails meet. \_\_\_\_\_

22. The boat traveled midstream for most of the journey. \_\_\_\_\_

23. I have stayed up until midnite only once. \_\_\_\_\_

24. They will sign the kontrakt at her office later today. \_\_\_\_\_

25. We have our miday break at 11:30. \_\_\_\_\_

26. The man in the tuxedo is the orchestra's conductor. \_\_\_\_\_

27. The bad guys in this movie will cunspire to rob the train. \_\_\_\_\_

28. My sister interrupted me midsentence with her loud laugh. \_\_\_\_\_

29. We all concer that Max had the best idea. \_\_\_\_\_

30. Wednesday is the midpoynt of the week. \_\_\_\_\_

31. The school hopes to cunstuc a new library and media center. \_\_\_\_\_

32. Our midturn reports are due on Friday. \_\_\_\_\_

# Prepositions and Prepositional Phrases

## **FOCUS**

- A **preposition** relates a noun or pronoun to the rest of the sentence. They are used to show locations, time, and directions, or to provide additional details.  
He visited the house **near** the river.  
My glass **of** water spilled **across** the desk.
- The noun or pronoun that follows the preposition is the **object of the preposition**.  
The book *on the shelf* can be returned *to the library*.
- A **prepositional phrase** is a group of words that begins with a preposition and ends with the object of the preposition.  
We need to review adverbs **before the weekend**.  
The new student **in our class** is the son **of a famous singer**.

**PRACTICE** Underline the prepositional phrase(s) in each of the following sentences.

1. Yao always took the same path to school.
2. Darren enjoyed visiting the animal shelter near our school.
3. Hannah loves playing with her puppy in the early morning.
4. After the game, Nitesh raced home to watch the news.
5. Before his exercise routine, Gary always makes sure to drink plenty of water.
6. During the storm, we stayed in the basement.
7. At work, Juan is always very courteous.
8. Gene walked across the street to his friend's house.
9. The colony in the New World grew slowly during its earliest years.
10. My father works for a large company downtown.

**APPLY** Create a prepositional phrase using the preposition in parentheses and use it in a sentence. Write the sentence on the lines.

11. (under) \_\_\_\_\_

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12. (from) \_\_\_\_\_

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13. (beside) \_\_\_\_\_

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14. (against) \_\_\_\_\_

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15. (above) \_\_\_\_\_

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16. (after) \_\_\_\_\_

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