

## Prefixes *il-*, *im-*, *in-*, and *ir-*

### **FOCUS**

The prefix ***il-*** means “in.” For example, the word *illuminate* means “cause to be in light.”

The prefix ***im-*** means “in” or “into.” For example, the word *immigrate* means “to move to a new country.”

The prefix ***in-*** means “in” or “into.” For example, the word *inspect* means “to look into” or “to examine.”

The prefix ***ir-*** means “not.” For example, the word *irregular* means “not regular.”

**PRACTICE** Add the prefix *il-*, *im-*, *in-*, or *ir-* to each base word or root below, and then write the new word’s definition on the line. Use a dictionary if you need help.

1. \_\_\_\_\_migrant

\_\_\_\_\_

2. \_\_\_\_\_reversible

\_\_\_\_\_

3. \_\_\_\_\_pact

\_\_\_\_\_

4. \_\_\_\_\_lusion

\_\_\_\_\_

5. \_\_\_\_\_rational

\_\_\_\_\_

6. \_\_\_\_\_grown

\_\_\_\_\_

**APPLY** Each word below uses the prefix *il-*, *im-*, *in-*, or *ir-*. Use your knowledge of the base word or root's meaning to write an original sentence for each word.

7. illustrate \_\_\_\_\_

\_\_\_\_\_

8. irrelevant \_\_\_\_\_

\_\_\_\_\_

9. immerse \_\_\_\_\_

\_\_\_\_\_

10. ingress \_\_\_\_\_

\_\_\_\_\_

11. illustrious \_\_\_\_\_

\_\_\_\_\_

12. irrespective \_\_\_\_\_

\_\_\_\_\_

13. incentive \_\_\_\_\_

\_\_\_\_\_

14. irresistible \_\_\_\_\_

\_\_\_\_\_

# Vocabulary

## **FOCUS**

Review the selection vocabulary words from “Midnight Forests: A Story of Gifford Pinchot and Our National Forests.”

**accumulate**  
**awestruck**  
**compromise**  
**dignified**  
**employs**  
**estate**  
**improper**

**investor**  
**means**  
**poring**  
**solely**  
**stout**  
**survey**  
**veto**

**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 wealthy family lives on a(n) large section of land with a mansion out in the country.

\_\_\_\_\_

2. The crews are going to measure the shape of the land before construction of the house begins.

\_\_\_\_\_

3. The respected judge was fair to everyone who entered the court.

\_\_\_\_\_

4. The thick and heavy glass jar held flowers in the center of the table.

\_\_\_\_\_

5. The hikers were affected with great wonder by the view at the top of the mountain.

\_\_\_\_\_

6. She has the methods to accomplish the task for creating a fun surprise party.

\_\_\_\_\_

7. The man started to gather together a collection of patterned socks.

---

8. The brother and sister had to reach an agreement about the use of the new toy.

---

9. The parent scolded the child for incorrect behavior.

---

10. The president of the company had to stop the proposed project due to its cost.

---

11. By carefully reading over the directions, the boy learned all the rules of the game.

---

12. The person who gave money for business profit hoped the new project would be successful.

---

13. This company hires more people than any other company in the city.

---

14. I love reading; it is something I do only for my own enjoyment.

---

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

15. What is something that may cause you to be awestruck? \_\_\_\_\_

---

16. What is improper behavior for a concert? \_\_\_\_\_

---

17. When have you had to compromise with someone else? \_\_\_\_\_

---

18. What is something a teacher might accumulate for the classroom? \_\_\_\_\_

---

## Grandfather's Model Trains

My dignified grandfather had one hobby that made him as excited as a young boy. It was his sole interest in his free time. He would invest both his time and money into this hobby, which started at a young age. He once told me that he was awestruck by the size and power of the trains that passed near his home as a child, and from that time he wanted to know as much as he could about trains.

As he grew, he pored over information about train engines and tracks. When he looked for his first job, he went to the train station about employment opportunities. He found a job as a ticket taker, and then took a job helping to maintain the trains. He said great things happened for him at the train station, including meeting my grandmother while he was an employee there!

Grandmother knew from talking with Grandfather that he loved his job and he loved trains. She was a bit surprised, however, that he had accumulated so many items related to trains. When they discussed getting married, she was concerned about the large quantity of train items. She did not want her home to look like a train station! Grandfather came up with a compromise. He would keep his accumulation of train items in the garage.

Grandmother said he tried to sneak some items into the house a couple of times. Once, he tried to hang an old railroad sign in the house, but she vetoed the idea, telling him it was improper decoration for home interiors. He hung it in the garage. Later, he placed an old train lantern on a side table in the living room, hoping she would not notice. She saw its stout outline as she walked through the living room. She picked it up and placed it on grandfather's bedside table, where it stayed for many years.

One dream Grandfather had as a boy was to build a model train and the scenery it would pass, but he never thought he would have the means to do it. Over the years, he began trading all his large train items for model railroad items. He started accumulating little train engines and cars, as well as little houses, cars, signs, and trees.

Grandfather invested hours into determining the proper design for his model railroad. He would pore over design ideas from model railroad magazines at night and would draw up his ideas the next day. He began to accumulate materials for his design. Before long, he built a large base for his railroad in the garage. He drew the outline of his ideas and surveyed the landscape alongside the model trains to measure the bridges he planned to build. He planned to build four distinct scenes for his model trains.

The first scene was a large estate, which included a large house in the high hills overlooking the distant tracks. The design for the estate included formal gardens with beautiful fountains and statues. The house even had a pool with a slide and lounge chairs. Large trees lined the road that lead to the house, and the estate had a field of grape vines lining the hilly side that lead to the next scene.

The design for the next scene was full of hills, with the tracks running over bridges that connected them. Some hills were covered with fields of crops. Other hills were covered with trees of many sizes. A small stream ran through valleys and around hills and under the bridges the trains would cross. Little forest animals that Grandfather had accumulated dotted the landscape. The train would travel from this scene to the next through a tunnel.

When the train exited the tunnel, it would appear in the third scene, a small town. In this section of the model railroad, the tracks traveled next to roads with traffic and made a stop at a train station. Shops, gas stations, restaurants, and houses created the background for the town. Some undignified, common figures walked the streets while stouter ones waited for the next train. The tracks continued through the town, crossing a road, and then entered the last scene. The final scene was much like the other countryside scene, with hills and fields for the train to pass before leading back to the estate.

Grandfather spent years making his model train design come to life, accumulating little items to add and poring over magazines to fix improperly installed switches. When I saw the model train run through the scenes for the first time, I was awestruck and my love for trains began.

# 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. We arrived early to the movie because \_\_\_\_\_

\_\_\_\_\_

2. The man watered his plants so \_\_\_\_\_

\_\_\_\_\_

3. Because the student had no pencil, \_\_\_\_\_

\_\_\_\_\_

4. The investor gave money to a new business because \_\_\_\_\_

\_\_\_\_\_

5. I studied for the test every day for a week; therefore \_\_\_\_\_

\_\_\_\_\_

6. Joanna needed to stop at the grocery store because \_\_\_\_\_

\_\_\_\_\_

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

7. She was lonely because she had no friends living nearby.

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

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

8. Because it was a hot day, the children went to the pool.

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

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

9. I was not feeling well, so I went to the nurse's office.

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

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

10. Jordyn enjoyed the zoo trip because she loved seeing all the animals.

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

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

11. The dog was muddy, so David gave him a bath.

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

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

12. The bird was startled by the noise, so it flew away.

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

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



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

# Explaining a Scientific Process

## Think

**Audience: Who** will read your explanation of a scientific process?

---

**Purpose: What** is your reason for writing an explanation of a scientific process?

---

---

***PREWRITING*** It is important to follow the steps of the scientific process. Use the lines below to begin planning the steps of your experiment.

Problem: \_\_\_\_\_

Hypothesis: \_\_\_\_\_

Procedure: \_\_\_\_\_

---

---

---

---

---

---

---

---

The next steps are to conduct your experiment, observe what happens, take notes about what you observe, and draw conclusions. Will your observations support your hypothesis? Record your data and conclusions on the next page. Then use all of your notes to draft your report.



## Prefixes *il-*, *im-*, *in-*, and *ir-*

### **FOCUS**

Many words contain prefixes, and knowing their meanings can help you understand the meanings and spellings of the words that have them.

- The **prefix *il-*** means “in.”
- The **prefix *im-*** means “in” or “into.”
- The **prefix *in-*** means “in” or “into.”
- The **prefix *ir-*** means “not.”

**PRACTICE** Write the spelling word which is formed by adding the prefix *il-*, *im-*, *in-*, or *ir-* to each of the word parts.

#### Word List

- |                 |                   |
|-----------------|-------------------|
| 1. illuminate   | 11. inaugurate    |
| 2. illusion     | 12. influx        |
| 3. illusive     | 13. inject        |
| 4. illustrate   | 14. inscribe      |
| 5. illustration | 15. interior      |
| 6. immigrant    | 16. irregular     |
| 7. immunize     | 17. irreparable   |
| 8. implode      | 18. irreplaceable |
| 9. imprison     | 19. irresistible  |
| 10. impulsive   | 20. irresponsible |

#### Challenge Words

1. imminent
2. infiltrate
3. irrevocable

- |                            |                          |
|----------------------------|--------------------------|
| 1. in + flux = _____       | 6. im + migrant = _____  |
| 2. il + lusion = _____     | 7. in + ject = _____     |
| 3. ir + regular = _____    | 8. il + lminate = _____  |
| 4. in + augurate = _____   | 9. im + prison = _____   |
| 5. il + lustration = _____ | 10. im + pulsive = _____ |

11. ir + reparable = \_\_\_\_\_ 16. in + terior = \_\_\_\_\_  
12. ir + responsible = \_\_\_\_\_ 17. im + plode = \_\_\_\_\_  
13. il + lusive = \_\_\_\_\_ 18. ir + replaceable = \_\_\_\_\_  
14. in + scribe = \_\_\_\_\_ 19. il + lustrate = \_\_\_\_\_  
15. ir + resistible = \_\_\_\_\_ 20. im + munize = \_\_\_\_\_

**APPLY** On the line, write the spelling word from the list that best fits each definition.

21. put light into \_\_\_\_\_  
22. not replaceable \_\_\_\_\_  
23. put into prison \_\_\_\_\_  
24. write into \_\_\_\_\_  
25. someone who migrated in \_\_\_\_\_  
26. not responsible \_\_\_\_\_  
27. opposite of explode \_\_\_\_\_  
28. not regular \_\_\_\_\_  
29. opposite of exterior \_\_\_\_\_  
30. begin or introduce \_\_\_\_\_  
31. not regular \_\_\_\_\_  
32. not resistible \_\_\_\_\_

# Possessive Nouns and Pronouns

## **FOCUS**

- Singular possessive nouns are formed by adding 's to the noun.

the monkey's tail, Chris's scooter, England's soccer team

- Plural possessive nouns are formed by adding only an apostrophe when the plural noun already ends with s. If a plural noun does not end in s, add 's to make the plural possessive.

cities' skylines, men's ties, the Harrises' backyard

- Possessive pronouns do not need apostrophes. Some possessive pronouns are used in front of nouns, and others can be used by themselves.

**Their** dinners are in the fridge.

Have you seen **my** purse?

The package on the table is **hers**.

## **PRACTICE** Rewrite each phrase using possessive nouns or pronouns.

1. the cat Nell has \_\_\_\_\_
2. the antlers of three deer \_\_\_\_\_
3. mugs owned by a restaurant \_\_\_\_\_
4. the stems of flowers \_\_\_\_\_
5. the feet of Mikayla \_\_\_\_\_
6. the excitement I have \_\_\_\_\_
7. the father we have \_\_\_\_\_
8. the chickens they own \_\_\_\_\_
9. the hopes she had \_\_\_\_\_
10. the vacation the Joneses had \_\_\_\_\_

**APPLY** Circle the possessive noun or pronoun that correctly completes each sentence.

11. Kirk and I hauled (our, we's) gear in (his, his's) wagon.
12. All the local (school's, schools') principals are at a meeting today.
13. Mr. (Sanchez's, Sanchez') truck needs a new tire.
14. I left (my, mine) math book at home, so I borrowed (hers, her's).
15. The (Perkin's, Perkins') dog found (it's, its) toy in (they're, their) yard.
16. Yvette enjoyed seeing (her, hers) relatives at Thanksgiving.
17. (Their, Theirs) car is parked in the driveway, so (your, yours) will need to be on the street.
18. (Your, Yours) water and (her, hers) juice are in the fridge.

**Write a sentence using each noun as a possessive.**

19. trees \_\_\_\_\_  
\_\_\_\_\_
20. Louis \_\_\_\_\_  
\_\_\_\_\_
21. knights \_\_\_\_\_  
\_\_\_\_\_
22. dictionary \_\_\_\_\_  
\_\_\_\_\_
23. geese \_\_\_\_\_  
\_\_\_\_\_
24. Mr. Nichols \_\_\_\_\_  
\_\_\_\_\_