

Day 3-

	Parents- Sign to show completion	Amount of time spent doing activity:
Phonics: Suffixes (-ly, -ful, -ness, -less, -able, ible) and Prefixes (un-,re-,mis-,dis-, non-)		
Reading Passage: The Moon and 3 questions and Pounding Rice and 3 questions.		
Math: Multiplication drill & Daily Word Problem Week 12		

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

Directions Use one of the prefixes in the box to make a word that matches the definition. Write the word on the line.

mis- dis- re- un- non-

- 1. heat again _____
- 2. not honest _____
- 3. put in the wrong place _____
- 4. not known _____
- 5. not making sense _____
- 6. not real _____
- 7. played again _____
- 8. not obey _____
- 9. write again _____

Directions Use one of the words you wrote above to complete each sentence. Be sure that the word makes sense in the sentence.

- 10. If the soup is not hot enough, Mary can _____ it.
- 11. We enjoyed the CD so we _____ it.
- 12. It is foolish to _____ the traffic signals.
- 13. I made changes to my story, so now I will _____ it.
- 14. Taking something that is not yours is _____.
- 15. That story about the two-headed chicken is _____.

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Home Activity Your child used and identified meanings of the prefixes *un-*, *re-*, *mis-*, *dis-*, and *non-*. With your child, list more words with the same prefixes. Have your child use them in sentences.

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Suffixes -ly, -ful, -ness, -less, -able, -ible

Directions Read the sentences. Add the suffix **-ly**, **-ful**, **-ness**, **-less**, **-able**, or **-ible** to the base word in (). Write the new word on the line to complete the sentence. Remember that you may have to change the spelling of the base word.

- (grace) 1. Marcia is such a _____ dancer.
- (beauty) 2. She looks _____ in her costume.
- (quick) 3. She learned the new dances very _____.
- (happy) 4. You can tell she loves dancing. Her face shines with
_____ when she dances.
- (enjoy) 5. She makes the dances look so _____.

Directions Add the suffix **-ly**, **-ful**, **-ness**, **-less**, **-able**, or **-ible** to each base word. Write the new word on the line. Remember that you might have to change the spelling of the base word.

6. like + -able = _____
7. kind + -ness = _____
8. ill + -ness = _____
9. convert + -ible = _____
10. depend + -able = _____
11. safe + -ly = _____
12. play + -ful = _____
13. happy + -ly = _____
14. final + -ly = _____
15. use + -less = _____



Home Activity Your child wrote words with the suffixes **-ly** (*safely*), **-ful** (*playful*), **-ness** (*illness*), **-less** (*useless*), **-able** (*dependable*), and **-ible** (*convertible*). Write base words such as *slow*, *thank*, *safe*, *kind*, *comfort*, *soft*, and *help* on cards. Make other cards with the suffixes on this page. Ask your child to make new words by putting the words and the suffixes together.

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3**Read** the story.**Answer** the questions.

Pounding Rice

A Short Play Based on a Myth from the Philippines

Characters: Narrator, Woman 1, Woman 2

Setting: Outdoors, long ago

Narrator: In ancient times, people grew rice to eat. It was necessary to pound the rice to separate it from its stalks. To pound rice, a mortar and pestle were used. A mortar is a deep bowl and a pestle is a short stick with a thick, rounded end.

Woman 1: The rice harvest is in. We must begin pounding rice today.

Woman 2: Pounding rice is such difficult work. I'm grateful we do it only once a year.

Woman 1: You should remove your beaded necklace before we begin, since it will probably get in the way.

Woman 2: You should put down your comb, since it will get in the way as well.

Woman 1: Yes, that's true. Let's hang them both in the sky.

Narrator: Long ago, the sky was very close to the ground. People could put things in it. So the first woman hung her comb in the sky, and the second woman hung her beaded necklace there. Then they began pounding rice.

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Woman 1: My arm is already tired.

Woman 2: My arm is tired, too. Ouch! I hit the sky with my pestle!

Woman 1: Ow! I did the same thing. The sky is too close. It's getting in our way!

Woman 2 (pounds hard): There! I hit the sky harder with my pestle. That ought to get it out of our way.

Woman 1: Wow! You hit the sky hard. Look how far it's rising!

Woman 2: Oh no! My beads! And your comb!

Narrator: The women hit the sky so hard, it rose up very high and never came back down. The first woman's comb became the moon. The second woman's beads became the stars. The moon and stars are there to this day.

1. Who are the characters in this play?

2. What is the setting in this play?

3. Tell what happens first, next, and last in the play.



Home Activity Your child identified characters, setting, and plot in a play. Ask your child to help you retell a familiar fable or folktale. Then discuss the characters, setting, and plot.

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Read the story.

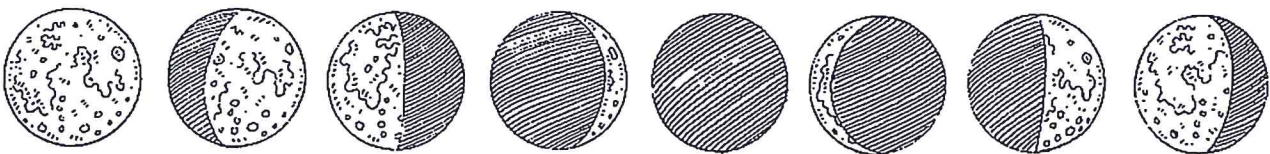
Answer the questions.

The Moon

When the sun appears to set in the evening, something else may light up the night sky. The large white orb that appears on most nights is Earth's moon. Some planets have many moons, but Earth has only one. People have been studying Earth's moon for thousands of years.

Sometimes we can't see the moon at all, but that doesn't mean it isn't there. Unlike the sun, the moon does not shine by its own light. Instead, it reflects light from the sun. That's because the moon revolves, or circles, around Earth in much the same way Earth revolves around the sun. It takes about one month for the moon to revolve once around Earth. As the moon moves, sunlight is reflected off the part of the moon that faces the sun. We see only the lighted part that faces the Earth.

As the moon revolves around Earth, we see different amounts of the moon's lighted part. A full moon is when the moon appears big and round. We can see all of the lighted part. After the full moon, we see less of the moon each night. We can't see a new moon at all in the sky. A half moon is when half of the moon is lit up. Between a new moon and a half moon is a crescent moon.

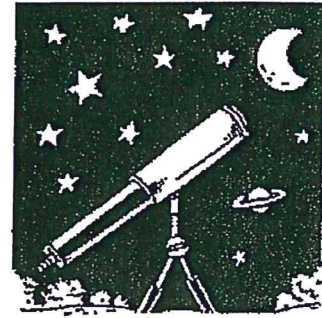


Phases of the Moon

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Each month, as the lighted part of the moon becomes larger, we say the moon is waxing. As it gets smaller, we say it is waning. However, whether the moon is waxing or waning, it has a great effect on Earth. For instance, the moon causes high and low ocean tides.



People use a telescope to look at the surface of the moon.

The first spacecraft to visit the moon was launched in 1959. Then, in 1969, United States astronauts visited the moon. While people watched on television, the astronauts walked on the moon. It was a very important moment in history!

The moon is still the only place in space where humans have landed. There are plans to land on the planet Mars, but that probably won't happen for many years. Until then, the moon remains the place in outer space that we know best.

1. What does the diagram show on page 207?

2. If you go out on a clear night when there is a new moon, do you think it will be darker or brighter than when there is a half moon? Tell why. Look at the diagram on p. 207 for clues.

3. What does the picture on this page show? Use the caption to help you.



Home Activity Your child used a diagram and a picture with a caption to answer questions about the moon. Look through an illustrated nonfiction book or magazine together. Read the captions aloud and discuss with your child the information they contain.

Name: _____ Date: _____ Score: _____

Day 3

One Minute Multiplication Drill

x5

1. $5 \times 6 =$ _____

2. $5 \times 8 =$ _____

3. $4 \times 5 =$ _____

4. $7 \times 5 =$ _____

5. $0 \times 5 =$ _____

6. $9 \times 5 =$ _____

7. $10 \times 5 =$ _____

8. $5 \times 5 =$ _____

9. $1 \times 5 =$ _____

10. $5 \times 3 =$ _____

11. $5 \times 5 =$ _____

12. $5 \times 7 =$ _____

13. $6 \times 5 =$ _____

14. $8 \times 5 =$ _____

15. $5 \times 1 =$ _____

16. $5 \times 4 =$ _____

17. $5 \times 9 =$ _____

18. $5 \times 10 =$ _____

19. $3 \times 5 =$ _____

20. $5 \times 7 =$ _____

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Day 3

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13. $6 \times 6 =$ _____

14. $8 \times 6 =$ _____

15. $6 \times 1 =$ _____

16. $6 \times 4 =$ _____

17. $6 \times 9 =$ _____

18. $6 \times 10 =$ _____

19. $3 \times 6 =$ _____

20. $6 \times 7 =$ _____

Name: _____

Daily Word Problems

Friday-Week 12

Cooking



Jenny is a careful shopper. She always looks for the best value on food. She made this list of prices.

	National Brands	Store Brands
Cereal	\$3.75	\$3.50
Milk	\$3.00	\$1.75
Bread	\$2.25	\$2.00
Sugar	\$1.50	\$1.25
Orange Juice	\$2.75	\$2.50

• How much will Jenny save in all if she buys the store brands instead of the national brands?

\$ _____