



Directions Ask your child to read each word and talk about the word's meaning. Ask him or her how the word's prefix changes each word. Then take turns using the word in a sentence.

to show that something is not true
not knowing about something
lack of respect
to say incorrectly
difficulty or weakness

5. un + aware

4. dis + prove

3. dis + advantage

2. dis + respect

1. mis + pronounce

Add the prefix to the base word. Write the new word below. Write the word's meaning in the box next to it. Choose from the definitions at the bottom.

Name \_\_\_\_\_



Directions Ask your child to tell you the meaning of each word. Then take turns using the words in sentences.

Add -ness to each word.  
Draw a line to the word's meaning.

- 1. dark \_\_\_\_\_ state of being dry
- 2. kind \_\_\_\_\_ state of being dark
- 3. dry \_\_\_\_\_ state of being loud
- 4. loud \_\_\_\_\_ state of being kind
- 5. cold \_\_\_\_\_ state of being glad
- 6. shy \_\_\_\_\_ state of being cold
- 7. glad \_\_\_\_\_ state of being shy
- 8. sick \_\_\_\_\_ state of being sick
- 9. good \_\_\_\_\_ state of being fair
- 10. soft \_\_\_\_\_ state of being good
- 11. fair \_\_\_\_\_ state of being soft

Name \_\_\_\_\_

Name \_\_\_\_\_

Add -ness to the first group of words. Add -ion to the second group of words. Write the words in the sentences.

shallow \_\_\_\_\_ awkward \_\_\_\_\_ blind \_\_\_\_\_

1. The \_\_\_\_\_ of the water let us see the small fish at the bottom of the river.

2. There was some \_\_\_\_\_ between the step-brothers when they first met.

3. The poet John Milton could not see. He wrote a poem about his \_\_\_\_\_

translate) \_\_\_\_\_ create) \_\_\_\_\_ instruct \_\_\_\_\_

HINT: Drop the final e of two words before adding ion.

1. The class read a \_\_\_\_\_ of a French story.

2. When Ms. Joan gives an \_\_\_\_\_, everyone listens.

3. The \_\_\_\_\_ of a school swimming club would help all students have fun and be healthy.



Directions Read each sentence with your child. Ask him or her to tell you what each word means.



Directions In school, your child learned about the word endings *-ing* or *-ed*. Read the words with your child. Then take turns using the words in sentences.

Name \_\_\_\_\_

Add *-ing* and *-ed* to each word. Write the words on the lines.

*ing*

*ed*

1. cook

\_\_\_\_\_

2. fish

\_\_\_\_\_

3. snow

\_\_\_\_\_

4. clos(e)

\_\_\_\_\_

5. jump

\_\_\_\_\_

6. rac(e)

\_\_\_\_\_

7. rain

\_\_\_\_\_

8. paint

\_\_\_\_\_

9. play

\_\_\_\_\_

10. rak(e)

\_\_\_\_\_



Directions Read each sentence with your child. Ask him or her to tell you what each word means. With your child, think of other words that end with -ish or -ous.

1. styli(e) \_\_\_\_\_

Tommy thinks he is \_\_\_\_\_, but his clothes are terrible.

2. nightmar(e) \_\_\_\_\_

The \_\_\_\_\_ movie was so scary that I closed my eyes.

3. sheep \_\_\_\_\_

In the story, the \_\_\_\_\_ boy learned to be strong.

4. humor \_\_\_\_\_

The school play was \_\_\_\_\_ and made everybody laugh.

5. virtu(e) \_\_\_\_\_

My \_\_\_\_\_ Aunt Liz gives most of her money to charity.

HINT: Some base words drop the final e when you add a suffix.

Write the new word to complete the sentence.

Add -ish to 1-3. Add -ous to 4-6.

Name \_\_\_\_\_