

# Lesson 20: Prefixes That Tell Size and Amount

## Spelling Words

1. microwave
2. microcomputer
3. multiplication
4. magnify
5. multicolored
6. magnitude
7. equality
8. multitude
9. microscopic
10. equation
11. multimedia
12. equator
13. microorganism
14. multicultural
15. magnificently
16. equivalent

## Your Own Words

Look for other words with these prefixes to add to the lists. You might see *microchip* or *multipurpose* in a computer magazine. Where might you see *microdot* or *multispeed*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Many words in English have prefixes that come from Latin or Greek words. Look at the list of Spelling Words. Notice that each word begins with the prefix *equi-*, *multi-*, *magni-*, or *micro-*.

Sort the Spelling Words into four groups according to prefix. Think about how the meanings of the prefixes fit the words.

**magni-**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**micro-**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**multi-**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**equ(i)-**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- The prefix *micro-* means "small."
- The prefix *multi-* means "many" or "much."
- The prefix *magni-* means "great."
- The prefix *equi-* means "equal."

**When the prefix *equi-* is added to a word part that begins with a vowel, the "i" of *equi-* is usually dropped, as in *equality*, *equation*, and *equator*.**

# Lesson 20: Prefixes That Tell Size and Amount

(continued)

**SPELLING CLUES: Visualization** If you have difficulty spelling a word, try visualizing the word as you have seen it in other contexts. Spell the word a few different ways to help you decide on the correct spelling.

Complete each Spelling Word by adding the correct prefix. Make any needed spelling changes. Then write the word.

**multi-    micro-    equi-    magni-**

- |               |                   |                  |
|---------------|-------------------|------------------|
| 1. _____ation | 3. _____plication | 5. _____tude     |
| 2. _____fy    | 4. _____wave      | 6. _____computer |

**PROOFREADING** 7–12. In each sentence below, circle the misspelled word and write it correctly.

- If you magnified a tiny microorganism to one hundred times its normal size, you would see a unique multicolored image.
- The equater is an imaginary line that separates the northern and southern hemispheres.
- Musicians, writers, and film directors all contributed to the multimedea celebration.
- A variety of crafts, music, and food from all over the world made the festival a multacultural event.
- A micrascopic particle of dust on a computer chip can prevent the chip from working.
- This law guarantees equalety in hiring practices for disabled people and a multitude of others.

**WORKING WITH MEANING** Read the following review of a school play. Replace each underlined word or phrase with a Spelling Word that means the same thing.

The crowd of people that attended the first performance  
 13  
 of *The Disappointed Dragon* had, unlike the dragon, nothing  
 to be disappointed about. All the actors played their parts  
exceptionally well. The scenery was striking, and the  
 14  
many-colored costumes of the cast were identical to those  
 15  
 16  
 made by professional designers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

# Lesson 21: Words with Double Consonants

## Spelling Words

1. *chattering* \_\_\_\_\_
2. *uttered* \_\_\_\_\_
3. *triggered* \_\_\_\_\_
4. *terrific* \_\_\_\_\_
5. *scattering* \_\_\_\_\_
6. *polluted* \_\_\_\_\_
7. *summoned* \_\_\_\_\_
8. *satellite* \_\_\_\_\_
9. *vaccination* \_\_\_\_\_
10. *intellectual* \_\_\_\_\_
11. *narrative* \_\_\_\_\_
12. *penniless* \_\_\_\_\_
13. *parallel* \_\_\_\_\_
14. *embassy* \_\_\_\_\_
15. *exaggerated* \_\_\_\_\_
16. *torrential* \_\_\_\_\_

## Your Own Words

Add to the lists other words with double consonants in the middle. For example you might see the word *better* or *excellent* on a report card. Where might you read the word *drizzle* or *blizzard*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Each Spelling Word has a double consonant in the middle. Notice which consonant is doubled as you look at each word.

Sort the words according to the number of syllables. Pronounce each word carefully to count the syllables in it.

**TWO SYLLABLES**

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**FOUR SYLLABLES**

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**FIVE SYLLABLES**

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**THREE SYLLABLES**

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**As a rule, a consonant is doubled when it follows a short vowel sound and there is another syllable after it. The words *chatter* and *scatter* follow this rule. However, many words that come from Latin and Greek, such as *satellite* and *embassy*, don't follow this rule. Use a dictionary when you are not sure of the correct spelling.**

# Lesson 21: Words with Double Consonants *(continued)*

**SPELLING CLUES: Double Consonants** If you have trouble remembering if a word is spelled with a double consonant, try writing the word both ways. Sometimes seeing what isn't right can help you figure out the right spelling. Remember to make any spelling changes needed before adding the endings or suffixes.

Proofread these pairs of words. Write the correctly spelled word.

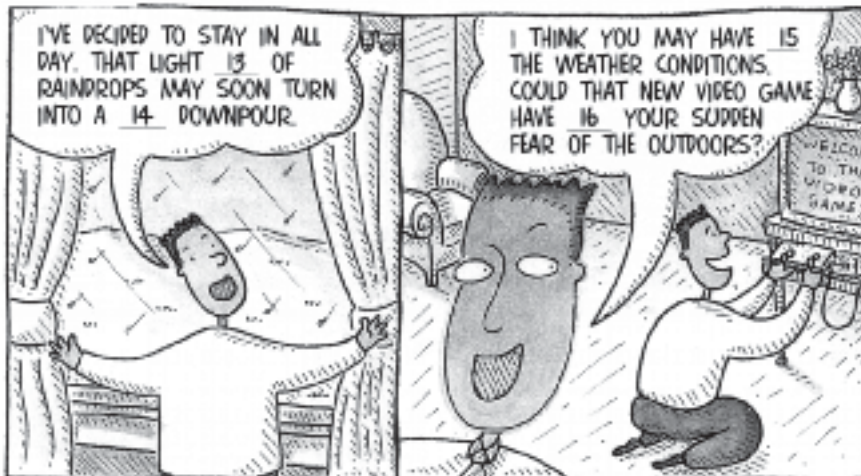
- |               |                |               |
|---------------|----------------|---------------|
| 1. chattering | 3. uttered     | 5. sattellite |
| chatering     | uttered        | satellite     |
| 2. pennyles   | 4. vaccination | 6. pulluted   |
| penniless     | vaxcination    | polluted      |

**PROOFREADING** 7–12. Read this travel advertisement. Circle the misspelled words and write them correctly.

Our summer course will give you the chance to experience the artistic and intelectual excitement of the ancient world. You will imagine that King Minos himself has sumonned you to his palace, offering you treasures and riches that have no paralell in the modern world. The guides on the videos that accompany the course were chosen for their narative skills. Their terriffic stories will make the deeds of ancient heroes come to life. Call the Greek embassy.

**FUN WITH WORDS** Replace each numbered blank with a Spelling Word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_



# Lesson 22: Noun Endings

## Spelling Words

1. poverty
2. royalty
3. journalism
4. rivalry
5. tourism
6. loyalty
7. robbery
8. uncertainty
9. patriotism
10. cruelty
11. specialty
12. realism
13. novelty
14. optimism
15. mechanism
16. criticism

## Your Own Words

Add other words with these suffixes to the lists. You might see *liberty* or *socialism* in your social studies textbook. Where might you find *poetry* or *imagery*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

The suffixes *-ty*, *-ism*, and *-ry* or *-ery* can be added to many English words to form nouns.

Look at the Spelling Words and sort them into groups according to suffix. What base words can you identify?

**-ty**

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**-ism**

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**-ry / -ery**

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- ▶ The suffix *-ty* forms nouns that mean “the state or quality of.”
- ▶ The suffixes *-ism*, *-ry*, and *-ery* form nouns that mean “the act, practice, result, or occupation of.”

# Lesson 22: Noun Endings *(continued)*

**SPELLING CLUES: Identifying the Base Word** If you have difficulty spelling a word, try leaving off the ending or suffix. Concentrate on spelling the base word first. Then use your knowledge of word endings and suffixes to spell the rest of the word.

Look at these pairs of words. Write the correctly spelled word in each pair.

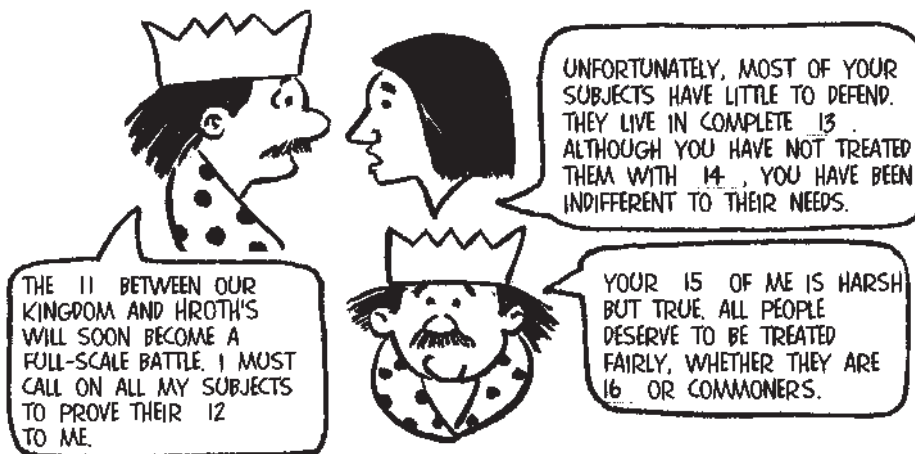
- |               |               |              |
|---------------|---------------|--------------|
| 1. journalism | 3. patriatrim | 5. spechelty |
| journalism    | patriotism    | specialty    |
| 2. meckanism  | 4. robbery    | 6. tourism   |
| mechanism     | robbarry      | tourizm      |

**PROOFREADING** 7–10. Circle the misspelled word in each question below, and then write it correctly.

Answer these questions to find out if you're the kind of person who attracts good luck.

- Do you begin a new assignment with optamism, or do you expect the worst?
- When you want to cheer up a sick friend, do you shop in a novelty gift shop or a card shop?
- Does uncertanty about the future depress you, or do you find the unknown exciting?
- Do you prefer relism in the books you read and the movies you see, or do you usually choose fantasy?

**WORKING WITH MEANING** Write Spelling Words to replace 11–16.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

# Lesson 23: Prefix *ob-*

## Spelling Words

1. *oblong*
2. *observation*
3. *objection*
4. *objective*
5. *occupation*
6. *obtained*
7. *offering*
8. *obviously*
9. *offensive*
10. *opportunity*
11. *obscure*
12. *occupant*
13. *obstacle*
14. *opposition*
15. *obsessions*
16. *occasionally*

## Your Own Words

Look for other words using forms of the prefix *ob-*, and add them to the lists. You might see *obligations* or *oppressive* in a history book. Where might you read the word *obstinate* or *obnoxious*?

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Each Spelling Word begins with the prefix *ob-*, *oc-*, *of-*, or *op-*. The prefixes *oc-*, *of-*, and *op-* are actually different forms of *ob-*, which means “in the way,” “toward,” or “against.”

Sort the Spelling Words according to the form of the prefix. As you write each word, notice which forms of the prefix require a doubled consonant.

**ob-**

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**of-**

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**oc-**

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**op-**

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The prefix *ob-* is called an *absorbed prefix* because the *b* sound is often absorbed by the root to which the prefix is joined.

The prefix *ob-* is spelled

- *oc-* when added to roots beginning with *c*
- *of-* when added to roots beginning with *f*
- *op-* when added to roots beginning with *p*.



# Lesson 23: Prefix *ob-* (continued)

**SPELLING CLUES: Prefixes** When you proofread your work, check for words that begin with *oc-*, *of-*, or *op-*. With these prefixes, the first consonant should be doubled. Then check the rest of the word for correct spelling.

Write the word if it is spelled correctly. If the word is misspelled, correct it.

- |               |             |               |
|---------------|-------------|---------------|
| 1. offensive  | 3. obllong  | 5. obsessions |
| 2. occupation | 4. occupent | 6. opositin   |

**PROOFREADING** 7–11. Proofread the diary entry. Circle the misspelled words and write them correctly.

Dear Diary,

At last, I am close to accomplishing my objective! I obtained an old book about dragon hunting, which claims that dragons still occasionally visit obscure corners of the forests near our village. My own obsurvation of unusual footprints tells me that the claim is true.

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

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

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

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

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

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

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

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

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

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

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

**FUN WITH WORDS** Write Spelling Words to replace 12–16.

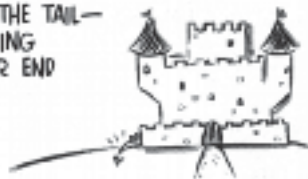
I AM 12 YOU THE 13 TO  
PROVE YOUR COURAGE AND  
SEIZE THE CASTLE.



WHAT'S THAT? IT'S 14  
THE TAIL OF A VERY SMALL  
DRAGON. DON'T WORRY ABOUT  
SUCH A MINOR 15.



I HAVE NO 16 TO THE TAIL—  
IT'S THE FIRE-BREATHING  
MOUTH AT THE OTHER END  
THAT WORRIES ME!



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

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

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

15. \_\_\_\_\_

16. \_\_\_\_\_