

Name \_\_\_\_\_

## Prefixes *un-*, *de-*, *dis-*

- **Generalization** When prefixes *un-*, *de-*, or *dis-* are added to words, the base word does not change: **uncover**, **defrost**, **discourage**.

**Word Sort** Sort the list words by their prefixes.

**un-**

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

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

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

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

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

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

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

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

**de-**

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

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

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

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

**dis-**

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

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

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

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

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

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

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

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

### Spelling Words

- uncover
- defrost
- uncomfortable
- discourage
- disadvantage
- unfortunate
- unfamiliar
- disability
- discomfort
- deodorant
- unemployed
- deflate
- disbelief
- unpredictable
- disapprove
- disappoint
- unpleasant
- dehydrated
- disqualify
- undecided



**Home Activity** Your child is learning to spell words with prefixes *un-*, *de-*, and *dis-*. Have your child circle the prefix in each list word.

Name \_\_\_\_\_

# Family Times

## Summary

### **Special Effects in Film and Television**

Have you ever wondered how movie monsters and dinosaurs can seem so real? In this article, we follow the process of a group of special effects artists as they create a miniature model of a prehistoric landscape, complete with dinosaurs that move!

### **Activity**

**Your Own Miniature Model** Using materials you find around the house and outside, such as scrap wood, cardboard, construction paper, rocks, and sand, create a miniature model of a scene from a favorite story that you would like to see made into a movie.

## Comprehension Skill

### **Graphic Sources**

**Graphic sources** are visual materials such as pictures, time lines, maps, charts, and diagrams that make information easy to understand. Previewing graphic sources before reading a story or article can help you predict what it will be about.

### **Activity**

**Get the Picture?** Take turns describing stories or articles that this picture might accompany. Create as many captions as you can for the picture.



## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Special Effects in Film and Television*. Practice using these words.

### Vocabulary Words

**background** the part of a picture or scene toward the back

**landscape** a view of scenery on land

**miniature** smaller in size or scale than others of its type

**prehistoric** of or belonging to periods before recorded history

**reassembled** came or brought together again

## Conventions

### Prepositions and Prepositional Phrases

A **preposition** is a word that shows a relationship between a noun and another noun. *For example: Maria stood between her parents.* The *preposition* “between” shows where Maria (a noun) stood in relation to her parents (also a noun).

A **prepositional phrase** begins with a preposition and ends with a noun called the **object of the preposition**. *For example: Samuel crawled under the porch.* “Under” is the *preposition*, “porch” is the *object of the preposition*, and “under the porch” is the *prepositional phrase*.

### Activity

**Where Are You Going?** Many prepositions describe location. Write five prepositional phrases that answer the question, “Where are you going?” Have a family member write the object of the preposition for each of your phrases, and then check their work. When you are done, switch roles.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

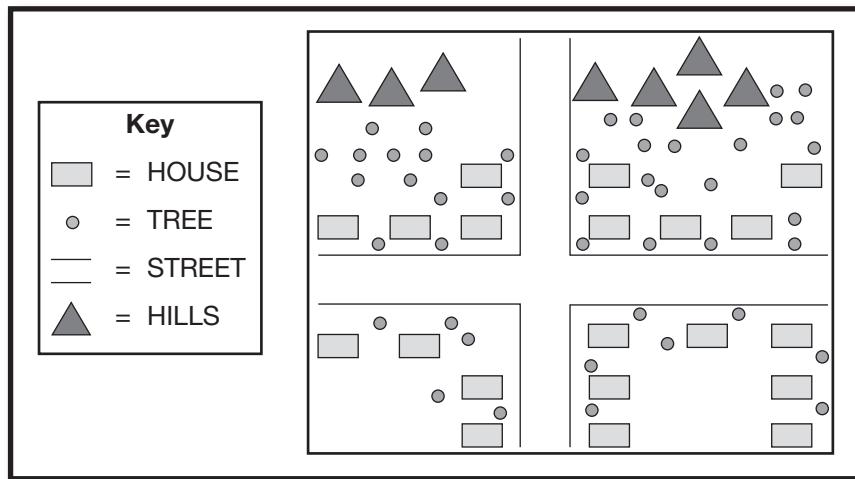
Name \_\_\_\_\_

# Graphic Sources

- Some **graphic sources** are maps, time lines, charts, diagrams, and pictures with captions.
- A **graphic source** makes information easy to see and understand.

**Directions** Study the diagram for a miniature neighborhood layout below. Then answer the questions that follow.

**Miniature Neighborhood Layout Diagram**



1. What does this diagram show?

---



---

2. What shape represents a tree?

---



---

3. How many more houses than hills are there?

---



---

4. Why would this diagram be helpful to special-effects artists?

---



---

5. What prior knowledge did you have about this topic that helped you understand it?

---



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**Home Activity** Your child used a graphic source to answer questions. Together, make a diagram of your home. Create a title and a key for your diagram. Challenge your child to use prior knowledge of diagrams to construct it.

Name \_\_\_\_\_

## Author's Purpose

**Directions** Read the passage. Then answer the questions below.

**J**ack had studied dinosaurs for twenty years, and he'd lived in Dinosaur Park for all twenty of them. Nothing about dinosaurs could surprise him. This thought calmed his nerves as he walked toward the lodge at the other end of the park.

After an hour, he pulled out his GPS-DL (dinosaur locator) to check the position of the dinosaurs. The path was

still clear for miles. So why did he feel so uneasy? Sweat was running down his cheeks. He felt dizzy.

Then a thundering blast filled the air. The earth shook. A foul smell hit him like a punch. A roar split the sky. It was like nothing he'd heard before. And it was coming straight toward him.

1. What is the author's purpose?

---

2. How do you know?

---

3. Do you think the author met his or her purpose for writing? Why or why not?

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4. Notice the sentences get shorter in the second half of the passage. Why do you think the author did this?

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5. How did the author's purpose affect your reading pace?

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**Home Activity** Your child has read a fictional passage and identified the author's purpose for writing it. Choose a story to read. Have your child preview the story first, looking at the cover, title, and pictures, to predict the author's purpose. Read the story to find out if the prediction was correct.

Name \_\_\_\_\_

## Prepositions and Prepositional Phrases

**Directions** Add a preposition to complete each sentence. Write the sentence on the line.

1. I usually lie \_\_\_\_\_ the floor when I watch TV.

---

2. When I get hungry, I get a snack \_\_\_\_\_ the refrigerator.

---

3. We have several movies stored \_\_\_\_\_ the television.

---

4. I would rather see a movie \_\_\_\_\_ the theater.

---

5. The big screen and the smell \_\_\_\_\_ popcorn create a memorable experience.

---

**Directions** Add a prepositional phrase of your own to complete each sentence. Write the sentence.

6. Let's make Dad a cartoon \_\_\_\_\_.

---

7. I'll get the paper and markers \_\_\_\_\_.

---

8. You draw the scenes in pencil, and I'll color them \_\_\_\_\_.

---

9. What colors shall we use \_\_\_\_\_?

---

10. Dad will hang this cartoon \_\_\_\_\_.

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**Home Activity** Your child learned how to use prepositions and prepositional phrases in writing. Ask your child to write about his or her favorite animated film using at least one prepositional phrase in each sentence.

Name \_\_\_\_\_

## Prefixes *un-*, *de-*, *dis-*

### Spelling Words

uncover	defrost	uncomfortable	discourage	disadvantage
unfortunate	unfamiliar	disability	discomfort	deodorant
unemployed	deflate	disbelief	unpredictable	disapprove
disappoint	unpleasant	dehydrated	disqualify	undecided

**Adding Word Parts** Write the list words that contain the words below.

- |             |           |
|-------------|-----------|
| approve     | 1. _____  |
| pleasant    | 2. _____  |
| qualify     | 3. _____  |
| cover       | 4. _____  |
| courage     | 5. _____  |
| odor        | 6. _____  |
| fortunate   | 7. _____  |
| predictable | 8. _____  |
| advantage   | 9. _____  |
| frost       | 10. _____ |

**Word Search** Find ten list words hidden in the puzzle. Words are found down and across. Then write the words.

- |                         |           |
|-------------------------|-----------|
| D I S C O U R A G E D N | 11. _____ |
| K D E O D O R A N T E D | 12. _____ |
| U N D E C I D E D W F E | 13. _____ |
| U N P L E A S A N T R F | 14. _____ |
| D I S B E L I E F P O L | 15. _____ |
| U N F A M I L I A R S A | 16. _____ |
| D I S C O M F O R T T T | 17. _____ |
| D E H Y D R A T E D Y E | 18. _____ |
|                         | 19. _____ |
|                         | 20. _____ |

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**Home Activity** Your child has learned to read, write, and spell words with prefixes. Take turns spelling aloud the list words with your child.

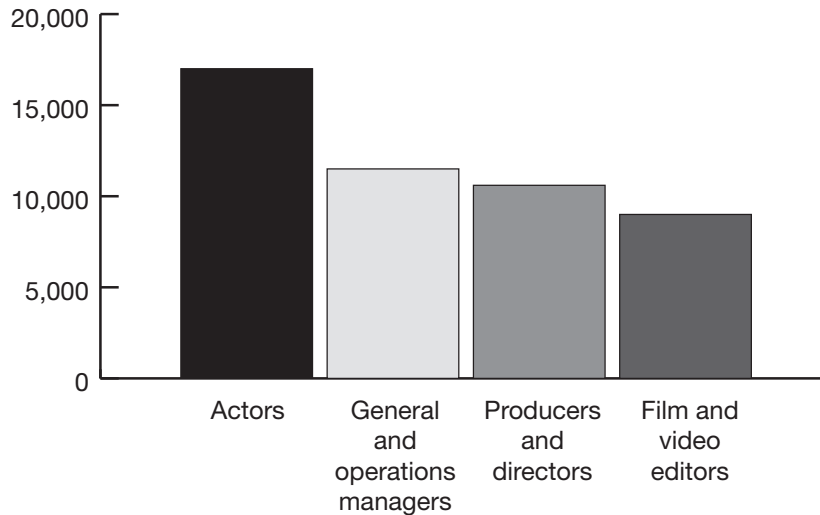
Name \_\_\_\_\_

## Graphic Sources

- Some **graphic sources** are maps, time lines, charts, diagrams, and pictures with captions.
- A **graphic source** makes information easy to see and understand.

**Directions** Study the bar graph. Then answer the questions.

**Employment in the Motion Picture Industry for 2002**  
(numbers have been rounded)



1. What does this bar graph show?

2. What kind of article might include this graphic source?

3. How many editor jobs were there in 2002?

4. Which group had the most jobs?

5. What prior knowledge helped you understand this subject and graph?

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**Home Activity** Your child used a graphic source to answer questions. Look at the graphic sources in a newspaper. Challenge your child to study them on his or her own and then explain them to you.



Name \_\_\_\_\_

## Prepositions and Prepositional Phrases

**Directions** Underline each prepositional phrase. The number in ( ) tells how many prepositional phrases are in that sentence.

1. *Bambi* is an animated movie about a deer. (1)
2. It begins with Bambi's birth in the forest. (2)
3. All the forest creatures are filled with joy at the birth. (2)
4. They welcome the new prince of the forest. (1)
5. Bambi makes two friends of the closest kind. (1)
6. Thumper is a bunny with attitude, who has a sense of fun. (2)
7. Bambi discovers a shy skunk in the flowers and names him Flower. (1)

**Directions** Write *P* if the underlined word is a preposition. Write *O* if it is the object of the preposition.

8. Today we learned about computer animation. \_\_\_\_\_
9. We enjoy cartoons thanks to this technique. \_\_\_\_\_
10. Artists create drawings on the computer. \_\_\_\_\_
11. With software, they manipulate these drawings. \_\_\_\_\_
12. Before computers, animation artists drew every frame. \_\_\_\_\_
13. Now computers move the cartoon for the artist. \_\_\_\_\_
14. Software also applies colors in the shapes. \_\_\_\_\_

**Directions** Underline the prepositional phrase in each sentence. Write *P* above the preposition. Write *O* above the object of the preposition.

15. *Toy Story* is an animated film about a boy's toys.
16. The toys remain loyal to their owner.
17. There is jealousy and competition among the toys.
18. They finally become friends and work together for their own good.

