

**Exercise 1 • Find It: Vowel Digraphs**

- ▶ Read the paragraph below.
- ▶ Underline each word with the vowel digraph ai, ee, or oa.
- ▶ Circle the vowel digraph in the word.
- ▶ Sort and write these words in the columns below according to their long vowel sounds.

**based on “Fiber Optics: High-Speed Highways for Light”**

What happens when you download e-mail from the Internet? What carries the main idea of your message when you shoot the breeze online with a friend? You may be using fiber optics. Fiber optic cables float beneath the streets of many of our cities and towns. These cable roadways contain all kinds of information from around the world.

| / ā / | / ē / | / ō / |
|-------|-------|-------|
|       |       |       |
|       |       |       |
|       |       |       |

## Exercise 2 • Sort It: Syllable Types

- ▶ Read each word in the **Word Bank**.

### Word Bank

|       |       |       |       |       |      |
|-------|-------|-------|-------|-------|------|
| speed | skate | these | coach | polio | try  |
| silo  | train | games | three | brain | road |

- ▶ Identify the long vowel syllable type in the word.
- ▶ Write the word under the correct heading.

| Open | Final Silent <u>e</u> | Vowel Digraph |
|------|-----------------------|---------------|
|      |                       |               |
|      |                       |               |
|      |                       |               |
|      |                       |               |
|      |                       |               |
|      |                       |               |

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### Exercise 3 • Write It: Essential Words

- ▶ Review the **Essential Words** in the **Word Bank**.

#### Word Bank

|         |         |         |        |          |          |
|---------|---------|---------|--------|----------|----------|
| curtain | against | captain | abroad | nuisance | language |
|---------|---------|---------|--------|----------|----------|

- ▶ Put the words in alphabetical order and write them on the lines.
- ▶ Write one sentence for each **Essential Word**.
- ▶ Check that each sentence uses sentence signals—correct capitalization, commas, and end punctuation.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

**Exercise 4 • Define It: Suffixes**

- ▶ Read each affixed word.
- ▶ Underline the base word and circle the suffix in each word.
- ▶ Write a short definition of the word. Use your **Morphemes for Meaning Cards** for the suffixes **-er**, **-ist**, **-ment**, and **-ness** as a resource.
- ▶ Use a dictionary to check your work.

**Example:** teach<sup>er</sup>—someone who teaches

1. **entertainer**—  
\_\_\_\_\_
2. **shipment**—  
\_\_\_\_\_
3. **thickness**—  
\_\_\_\_\_
4. **finalist**—  
\_\_\_\_\_
5. **deeper**—  
\_\_\_\_\_

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### Exercise 5 • Rewrite It: Suffixes

- ▶ Read each of the example sentences with your teacher.
- ▶ Replace the underlined phrase in each with a base word + a suffix.
- ▶ Reread each sentence to check your work.
- ▶ Finish the rest of the sentences independently.
- ▶ Use your **Morphemes for Meaning Cards** for the suffixes **-er**, **-ist**, **-ment**, and **-ness** as a resource.
- ▶ Reread these sentences to check your work.

| Sentence with underlined phrase:   | Sentence with phrase changed to a single word:                          |
|--|---|
| The <u>person who trains</u> others needs to be as dedicated as the athlete.                                 | The _____ needs to be as dedicated as the athlete.                      |
| Careful hand washing is helpful in preventing an <u>ill state or condition</u> .                             | Careful hand washing is helpful in preventing an _____.                 |
| 1. <u>Someone who waits</u> on tables took our order.  | The _____ took our order.   |
| 2. My favorite <u>act of entertaining</u> is live music.   | My favorite _____ is live music.  |
| 3. The weather's <u>state or condition of being damp</u> left us with little to do on our trip to the beach. | The weather's _____ left us with little to do on our trip to the beach. |
| 4. <u>Someone who was driving a motor vehicle</u> drove through a red light.                                 | The _____ drove through a red light.                                    |
| 5. Her <u>state of ailing</u> kept her from going to school and work.  | Her _____ kept her from going to school and work.                       |

## Exercise 6 • Identify It: Noun Suffixes

- ▶ Read the text below and underline all the nouns.
- ▶ Copy only the nouns that have the suffixes **-er**, **-ist**, **-ment**, and **-ness** into the appropriate columns.

### from "Early Olympic Speeders"

The runner had an agreement with her coach. She would stay back during the preliminary heats. She would hold her fleetness in check and run just fast enough to be one of the finalists. The calmness of this young sprinter was amazing. This race was the fulfillment of her dreams. This young gold medalist was a winner from the moment the starter fired the gun.

| -er | -ist | -ment | -ness |
|-----|------|-------|-------|
|     |      |       |       |
|     |      |       |       |
|     |      |       |       |
|     |      |       |       |

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### Exercise 7 • Using Visuals: Charts

- ▶ Highlight the headings on the chart.
- ▶ Put a circle around the sources of the information for the chart.
- ▶ Use information from “**Early Olympic Speeders**” to complete the chart.
- ▶ Write a title above the chart.

Title: \_\_\_\_\_

| Sport         | Year | Event           | Winner | Nation | Winning Time |
|---------------|------|-----------------|--------|--------|--------------|
| Swimming      | 1920 | 100 m freestyle |        |        |              |
| Speed Skating | 1924 | 1500 m          |        |        |              |
| Sprinting     | 1928 | 100 m           |        |        |              |

<http://www2.sls.lib.il.us/RDS/Community/BettyRobinson/riverdalegirl.html>

<http://www.hickoksports.com/biograph/bleibtry.shtml>

<http://www.britannica.com/eb/article?eu=137579&tocid=0&query=ivar%20ballangrud>

*(continued)*



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### Exercise 8 *(continued)* • Answer It

2. From which country was the winner of the women's swimming events in the 1920 Olympics?      text    chart    both

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3. Who was a faster swimmer, Ethelda Bleibtrey or Jodie Henry?      text    chart    both

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4. Which sport is the 100m freestyle event associated with?      text    chart    both

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5. Compare the swimming and sprinting times of early and current Games. What can you speculate are the causes for the faster speeds in these three sports?      text    chart    both

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