

**Exercise 1 • Write It: Essential Words**

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

**Word Bank**

women

business

beauty

busy

beautiful

leopard

- ▶ 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. \_\_\_\_\_  
\_\_\_\_\_

## Unit 21 • Lesson 2

### Exercise 2 • Rewrite It: Prefix, Root, and Suffix

- ▶ Read each example sentence along with your teacher.
- ▶ Work together to replace each underlined phrase with one word that contains a root and a prefix, suffix, or both.
- ▶ Write the replacement word in the blank.
- ▶ Read the completed sentences to check your work.
- ▶ Read each remaining sentence.
- ▶ Decide on a one-word replacement for the phrase, and write that word in the blank.
- ▶ Read the completed sentence to make sure it makes sense.

**Note:** Use your **Morphemes for Meaning Cards** for **con-**, **in-**, **trans-**, **duc**, **duct**, **scrib**, **script**, **-ed**, and **-or** as a resource.

Sentence with underlined phrase:	Sentence with phrase changed to a single word:
<b>Example:</b> <u>The person who keeps the band together</u> set a quick tempo for the music.	_____ set a quick tempo for the music.
<b>Example:</b> The monument had the hero's name <u>written into</u> the stone.	The monument had the hero's name _____ in the stone.
1. The student had to <u>write over a copy of</u> her notes into her workbook.	The student had to _____ her notes into her workbook.
2. The student's work was <u>not complete</u> .	The student's work was _____.
3. The characters' parts in the play had to be <u>written in the form for a play</u> carefully.	The characters' parts in the play had to be _____ carefully.
4. The inventor was <u>led into membership</u> in the state's hall of fame.	The inventor was _____ into the state's hall of fame.

### Exercise 3 • Identify It: Noun Suffixes

- ▶ Read each sentence.
- ▶ Look at the underlined nouns.
- ▶ Copy only the nouns with the suffixes **-er**, **-ist**, **-ment**, **-ness**, and **-or** into the appropriate columns.

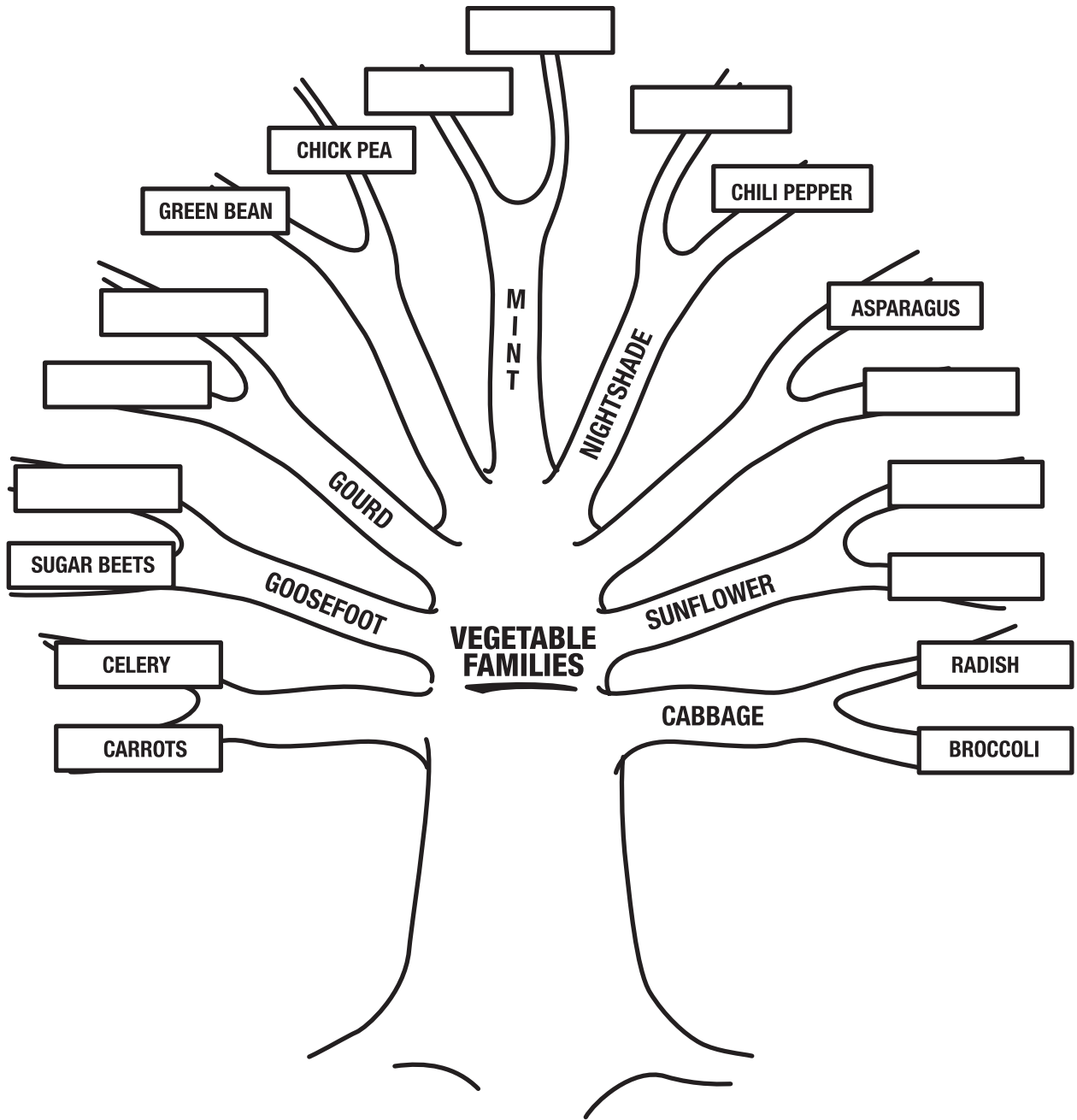
1. As a young child, Anne Frank lived in a comfortable environment.
2. It was a huge adjustment for the family to hide.
3. People in the warehouse became their protectors.
4. Good friends showed kindness by helping the Franks.
5. Anne became an observer of her family and their relationships.
6. At times, she thought her mother was a perfectionist.
7. Anne developed into a fine writer through her frequent writing in her diary.
8. Anne dreamed of being a traveler and visiting Paris and London.
9. A traitor informed the Gestapo of the Franks' hiding place.
10. Today, Anne is famous for her skill as a diarist.

-er	-ist	-ment	-ness	-or

# Unit 21 • Lesson 2

## Exercise 4 • Using Visuals: Illustrations and Charts

► Use the illustration from “Plant Families” to complete the following visual with your teacher.



### Exercise 5 • Answer It

► Use information from the text and the illustration in “**Plant Families**” to answer these questions. Use complete sentences.

1. What does a botanist do?

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2. What happens in taxonomy?

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3. What parts of a plant does a botanist study to determine a plant’s family?

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4. What plant is the chili pepper plant related to?

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5. Name two plants that are in the parsley family.

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