

**Read It**

Read the paragraph out loud. Circle the words with the after- and under-prefixes.

Piping Plovers are hard to spot! These endangered, sandy-colored birds are almost invisible on the beach. It is easiest to see plovers when they sprint toward worms and insects that hide just underground. When plovers chase their afternoon snack, you might see their white underside and orange legs.

**Foundational Skills**

A **prefix** is a word part added to the beginning of a word to change a word and its meaning.

- **after-** later or after
- **under-** below or less

**Try It**

Combine each base word with the given prefix. Write the new word in the space provided and read each definition. Try using the new words in a sentence, and share them with a family member.

<table>
<thead>
<tr>
<th>base word</th>
<th>prefix</th>
<th>new word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>effect</td>
<td>after-</td>
<td>effect</td>
<td>result that happens after some time has passed</td>
</tr>
<tr>
<td>eat</td>
<td>over-</td>
<td>eat</td>
<td>eat less than you should</td>
</tr>
<tr>
<td>thought</td>
<td>after-</td>
<td>thought</td>
<td>something you think about later</td>
</tr>
<tr>
<td>ground</td>
<td>under-</td>
<td>ground</td>
<td>below ground</td>
</tr>
</tbody>
</table>
A prefix is a word part added to the beginning of a word to change a word and its meaning. 

after- means later or after 
under- means below or less

To read and understand words with prefixes, think about the meaning of the words.

Under means “below” or “less”, so **underground** means below the ground.

After means later or after, so **afterthought** means something you think about later.

Phonics Skills

Read the following passage out loud. Underline the words with the prefixes **after** and **under**.

Twice each year, the amazing Red Knot bird migrates over 9,000 miles! For these traveling birds, food is an afterthought. They fly long distances before stopping. When Red Knots finally stop and eat, they are thin and underweight. While resting, they don't undereat! They stuff themselves with horseshoe crab eggs.

Foundational Skills

Write the words that you underlined above on the lines provided. Use what you know about the prefixes after- and under- to write a definition for each word.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Parts of Speech

Come Back, Salmon by Molly Cone

Michigan Learning Channel

Read, Write, ROAR!™ 3rd Grade Episode 206
A syllable is a word part that has one, and only one vowel sound. Sometimes a syllable will have more than one of these vowels, but they work together to make only one sound.

A closed syllable is a special kind of syllable. Closed syllables have ONLY one vowel that is followed by one or more consonants. Closed syllables USUALLY have vowels that make their short vowel sound.

One strategy readers can use to read a word more accurately is to break it into syllables, or word parts.

**Rules for Dividing Syllables**

<table>
<thead>
<tr>
<th>Every syllable has one vowel or vowel team.</th>
</tr>
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<tbody>
<tr>
<td>-Place a dot under each vowel</td>
</tr>
<tr>
<td>-Underline any vowel teams,</td>
</tr>
<tr>
<td>-Divide between two consonants</td>
</tr>
</tbody>
</table>

Use the rules for dividing syllables above to break the words into word parts.

**plastic**

_______   _______

**landfill**

_______   _______
A *closed syllable* is a special kind of syllable. Closed syllables have ONLY one vowel that is followed by one or more consonants. Closed syllables USUALLY have vowels that make their short vowel sound.

Imagine munching on a plastic bag as a snack. There’s an *insect* that can! Wax moth caterpillars have special stomachs that break down plastics. Waxworms can’t eat all our plastic trash, but we might learn from them! Scientists would like to invent a tool that can break down plastics, just like *waxworms*.

Rules for Dividing Syllables

- Every syllable has one vowel or vowel team.
- Place a dot under each vowel
- Underline any vowel teams,
- Divide between two consonants

Write the underlined words above on the lines provided. Use what you know about dividing syllables to break the words apart.

1. ____________________________________________________________

2. ____________________________________________________________

When reading, look for words with closed syllables. Do the vowels make the short or long vowel sound?
Area Compare

Materials: area cards (cut out), comparison cards (cut out)

Directions:
1. Each player gets 6 area cards. Draw and shade a different sized rectangle on each of the cards. Put your initials on the back of the cards.
2. Put all of the cards together in a pile facedown.
3. Both players flip over a card and finds the area of the rectangle.
4. Compare your rectangles using the compare cards. The player with the larger area takes both cards. If both cards have an equal area then the players turn over a second card to compare.
5. Continue playing until there are no cards left in the pile. The player with the most cards wins!
“This rectangle has an area of ____ square units. I know this because...”

“____ square units is greater than/less than ____ square units.”

“This rectangle has an area of ____ square units. I know this because...”

“____ square units is greater than/less than ____ square units.”
Find the Area

Directions: Calculate the area of the rectangles in square centimeters.

area: ______ cm²

area: ______ cm²

area: ______ cm²

area: ______ cm²

area: ______ cm²
Practice Area with Missing Sides

Directions: find the area for each shape

- 3 cm 3 cm
  6 cm
  9 cm
  area: ____ cm²

- 8 ft 2 ft
  2 ft
  6 ft
  6 ft
  2 ft
  area: ____ ft²

- 12 m 4 m
  4 m
  ? m
  area: ____ m²

- 12 m 8 m
  2 ft
  area: ____ ft²

- 12 m 3 m
  6 ft
  6 ft
  ? ft
  area: ____ in²

area: ____ in²