

Crack the Word Code

Use prefixes and suffixes to unlock longer words.

4RF3 "Know and apply grade-level phonics and word analysis skills in decoding words."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each word that ends in **-able**, **-ful**, or **-ly**. Circle the ending to show the word part that helps you decode the word.

A Station in the Garden

- ① At the city garden, a weather station sits beside a path. Its solar panel gathers sunlight, and a rechargeable battery stores energy. Each morning, volunteers record the temperature and rainfall. The station sends information to a computer, where gardeners can compare dry weeks with rainy ones. This careful collection helps them decide when plants need water.
- ② During a storm, the station measures wind speed every minute. A small cup device spins in the moving air. When the wind becomes stronger, the cups turn faster. An electronic sensor counts the turns and reports them automatically. Gardeners use the report to protect young plants before a powerful gust arrives. They may temporarily move lightweight pots indoors.
- ③ After several months, the saved records show patterns. One chart may reveal that rainfall is decreasing, while another shows rising temperatures. This information does not predict every future storm. However, it helps gardeners prepare for possible changes. By using the station regularly, they make thoughtful choices about watering, shade, and plant locations during hot summer days.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Which underlined word in paragraph 1 has the prefix **re-** and the suffix **-able**? What does the word mean?

- 2 In paragraph 2, what is the base word in *stronger*? What does the suffix **-er** tell you?

- 3 The word *automatically* describes how the sensor reports. What does it mean in this sentence?

- 4 What base word and suffix make *thoughtful* in paragraph 3? What are thoughtful choices?

3 YOUR TURN Your own words

Write two sentences. Use a word with **re-**, **un-**, or **pre-** in one sentence and a word ending in **-ful**, **-less**, **-able**, or **-ly** in the other. Underline the prefix or suffix in each word.

PART 1 • READ AND MARK

Underline each word that ends in **-able**, **-ful**, or **-ly**. Circle the ending to show the word part that helps you decode the word. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which underlined word in paragraph 1 has the prefix re- and the suffix -able ? What does the word mean?	rechargeable; able to be charged again
2	In paragraph 2, what is the base word in <i>stronger</i> ? What does the suffix -er tell you?	strong; -er means more, so stronger means more strong
3	The word <i>automatically</i> describes how the sensor reports. What does it mean in this sentence?	The sensor reports by itself, without a person doing it.
4	What base word and suffix make <i>thoughtful</i> in paragraph 3? What are thoughtful choices?	thought + -ful; choices made with care and thought

PART 3 • YOUR TURN (SAMPLE ANSWER)

The reusable bottle stayed cold. I walked quietly along the trail.

Accept equivalent explanations that correctly use the word parts and the passage context. For the marking job, students should identify rechargeable, careful, automatically, powerful, temporarily, regularly, and thoughtful.