

Name \_\_\_\_\_

## Suffixes **-y, -ish, -hood, -ment**

**Directions** Combine the base word and suffix. Write the new word on the line.

1. pay + -ment = \_\_\_\_\_
2. cloud + -y = \_\_\_\_\_
3. self + -ish = \_\_\_\_\_
4. boy + -hood = \_\_\_\_\_
5. storm + -y = \_\_\_\_\_
6. excite + -ment = \_\_\_\_\_
7. false + -hood = \_\_\_\_\_
8. baby + -ish = \_\_\_\_\_

**Directions** Add **-y, -ish, -hood,** or **-ment** to the base word in ( ) to best complete each sentence. Use the word box for help. Write the new word on the line.

<b>childhood</b>	<b>entertainment</b>	<b>foolish</b>	<b>frosty</b>
<b>movement</b>	<b>neighborhood</b>	<b>snowy</b>	

- \_\_\_\_\_ 9. During my (child) we moved often.
- \_\_\_\_\_ 10. We moved to a (neighbor) with woods and a pond nearby.
- \_\_\_\_\_ 11. Playing outdoors provided plenty of (entertain).
- \_\_\_\_\_ 12. One (snow) day, my brother and I decided to go skating.
- \_\_\_\_\_ 13. We were scared by (move) along the edge of the pond.
- \_\_\_\_\_ 14. How (fool) we felt when we saw it was Ben, our new neighbor.
- \_\_\_\_\_ 15. We thought it was a (frost) snowman come to life.



**Home Activity** Your child added the suffixes *-y, -ish, -hood,* and *-ment* to base words to form new words. Work together to form other words with these suffixes, such as *thirsty, childish,* and *shipment*. Have your child write sentences using the new words.

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# Author's Purpose

- The **author's purpose** is the author's reason for writing.
- An author usually writes to inform, to persuade, to entertain, or to express an opinion.

**Directions** Read the following passage.

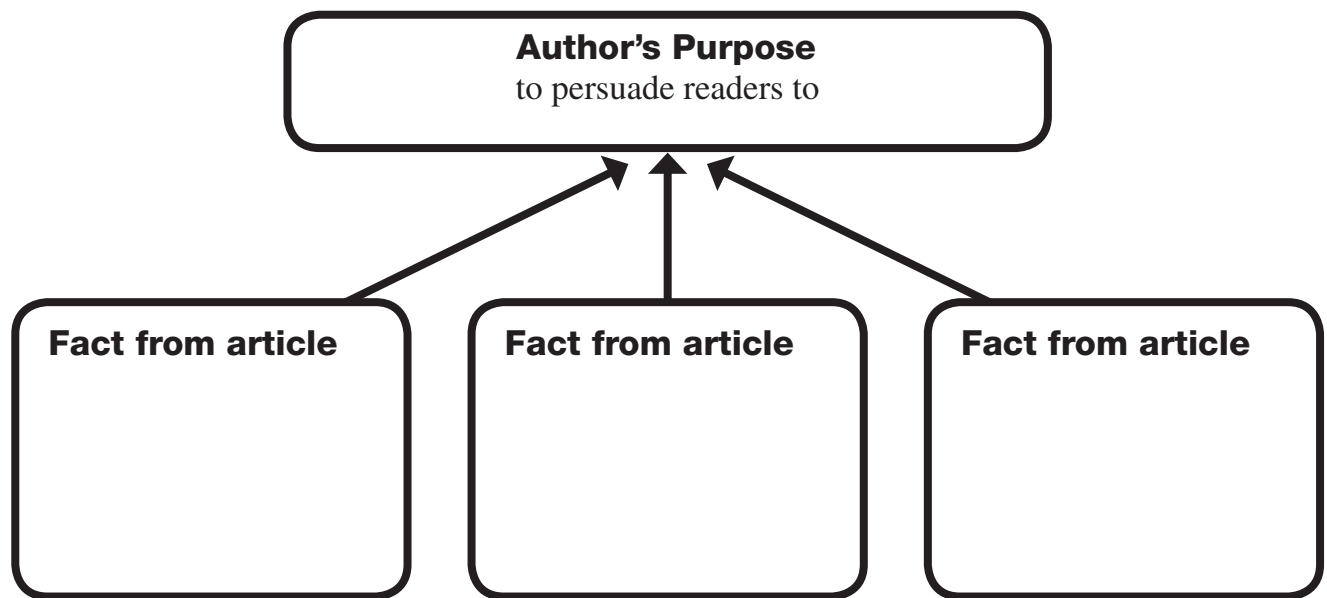
**P**hiladelphia is a wonderful place to visit. It is a beautiful city with lots of history. The Declaration of Independence and the U.S. Constitution were signed in Philadelphia. You can tour Independence Hall, where these documents were written.

The downtown area has several beautiful parks. You can sit in a park and hear live

music while you eat ice cream and watch people.

Philadelphia has theaters, concert halls, great restaurants, and stores. You can always find something interesting to do in Philadelphia.

**Directions** Fill in the graphic organizer to tell the author's purpose and support your response. Then answer the question.



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Do you think the author accomplished his or her purpose? Why or why not?

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**Home Activity** Your child identified an author's purpose for writing. Read a story or article together. Talk about why the author might have written it.

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## Writing • Book Review

### Key Features of a Book Review

- tells the name of the book and what the book is about
- gives an opinion about the story or subject
- often urges others to read, or avoid, the book
- demonstrates an understanding of the text

**Name: Rita Pein**  
**Book Review: My Colors, My World/Mis colores, mi mundo**

Everyone will love the amazing colors in My Colors, My World/Mis colores, mi mundo. The book is about a young girl who lives in a desert area. When people think about deserts, they usually think of different shades of brown. The desert can seem very plain. But the desert in this book is filled with beautiful pinks, oranges, and greens.

This book is fun to read for many reasons. The illustrations are lively and

beautiful to behold. The colors seem to jump off the pages. The narrator tells how the colors relate to the world around her. She shows examples of where they each appear.

The best part about this book is that it's written in both English and Spanish. If you can read Spanish, you can read the Spanish side. If you can read English, you can read the English side. If you want to learn one of these languages, you can read both sides to learn new words. In conclusion, this book has so much to offer—vibrant colors and beautiful words. You will love it!

1. Circle the title of the book that appears in the review.
  2. Write one sentence summarizing the book.
- 
3. Does the writer think readers will like the book? How do you know?
-

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# Vocabulary

**Directions** Underline the word that completes each sentence. Write the word on the line.

## Check the Words You Know

___ flights	___ fierce	___ stoops	___ treasure
___ pitcher	___ feast	___ ruined	___ cardboard

- Our team's \_\_\_\_\_ struck everyone out.  
pitcher                      treasure
- My neighbors' \_\_\_\_\_ needed repairs to the broken stairs.  
fierce                      stoops
- After my aunt discovered the chest in the attic, she found a \_\_\_\_\_.  
feast                      treasure
- My grandmother made us a special \_\_\_\_\_ for the holiday.  
flights                      feast
- I walked up three \_\_\_\_\_ of stairs.  
treasure                      flights

**Directions** Write the word from the box that completes each sentence.

- The lion looked very \_\_\_\_\_ when it growled.
- We packed the books in a \_\_\_\_\_ box.
- I ate so much at the \_\_\_\_\_ that I'm not hungry now.
- The cake was \_\_\_\_\_ when she dropped it on the floor.
- The ring from my grandfather is something to keep as a \_\_\_\_\_.

## Write a Thank-You Note

On a separate sheet of paper, write a thank-you note that James might write to Uncle Romie after his visit. Use as many vocabulary words as possible.



**Home Activity** Your child has identified and used the vocabulary words from *Me and Uncle Romie*. Read a story about a family together. Have a conversation with your child about your family, using some of the vocabulary words in this lesson.

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# Conjunctions

A **conjunction** is a word that connects words or groups of words.

- To add information, use the conjunction *and*. To show a choice, use the conjunction *or*. To show a difference, use the conjunction *but*.

James went to the park and a ball game.

James had never been to New York City, but he liked it.

James could stay in the city or go back home.

- You can use a conjunction to combine two sentences into a compound sentence. Add a comma before the conjunction in a compound sentence.

James went to a ball game. Then he went home.

James went to a ball game, and then he went home.

**Directions** Write the conjunction in each sentence.

- Railroads were built in the 1800s, and Americans soon depended on them. \_\_\_\_\_
- Americans could travel by stagecoach, but trains were much faster. \_\_\_\_\_
- People could go 20 miles or all the way across country. \_\_\_\_\_
- Today Americans travel by airplanes, cars, and trains. \_\_\_\_\_
- You can take a train within a city or between cities. \_\_\_\_\_

**Directions** Circle the conjunction in ( ) that best completes each sentence.

- Daniel saw the Statue of Liberty (but, and) the Empire State Building.
- Was the Statue of Liberty dedicated in 1884 (or, but) 1886?
- It was sent to the United States in 1884, (or, but) it was dedicated in 1886.
- Is the statue made of copper (but, or) marble?
- The statue was cleaned (but, and) restored in the 1980s.



**Home Activity** Your child learned about conjunctions. Ask your child to name his or her favorite things to do after school, using one or more conjunctions.

# Suffixes

## Spelling Words

rocky	foolish	rainy	childhood	selfish
treatment	movement	neighborhood	childish	parenthood
crunchy	bumpy	payment	sleepy	shipment

**Opposites** Write the missing list word. It will be the **opposite** of the underlined word.

1. This lizard's skin is smooth. 1. \_\_\_\_\_
2. Do you think tomorrow will be sunny? 2. \_\_\_\_\_
3. I was alert the entire trip. 3. \_\_\_\_\_
4. The salesman was generous with his time. 4. \_\_\_\_\_
5. There's a lot of stillness in the wasp nest. 5. \_\_\_\_\_
6. Our guide seemed wise to me. 6. \_\_\_\_\_
7. My brother acts pretty grown up. 7. \_\_\_\_\_
8. Dad collected coins throughout his adulthood. 8. \_\_\_\_\_

**Context Clues** A word is missing from each of the opinions below. Write the missing word.

9. Jelly with \_\_\_\_\_ peanut butter tastes best.
10. Anyone would like to get a \_\_\_\_\_ of gifts.
11. I should get a \_\_\_\_\_ for washing dishes.
12. My \_\_\_\_\_ is the friendliest.
13. A \_\_\_\_\_ beach is not much fun.
14. There's nothing easy about \_\_\_\_\_.
15. The best \_\_\_\_\_ for a cold is to rest.



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## Critique/Book Review

**Title** \_\_\_\_\_

**Author** \_\_\_\_\_

**Illustrator** \_\_\_\_\_

**Plot or Nonfiction Topic** \_\_\_\_\_

**My Opinion** \_\_\_\_\_

Additional Notes:

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## Vocabulary • Context Clues

- Homonyms are words that are spelled and pronounced the same way but have different meanings.
- Use **context clues**, or the words around a homonym, to figure out what the word means.

**Directions** Read the following passage. Then answer the questions below. Look for context clues that show the meanings of homonyms as you read.

In the city, I go to big league baseball games. When I visited the country, I went to a minor league game. I didn't think I'd like that kind of baseball, but I was wrong. In the city, we have to climb several flights to get to our seats. At the

small, minor league stadium, we sat down close to the field and saw the pitcher clearly. It was easy to see everything on the field. The food was good, too. We gobbled up as much as we could. I didn't miss my big league team at all.

1. In this passage, does *kind* mean “nice and generous” or “type or sort”?  
\_\_\_\_\_
2. What are *flights*? What word is a clue to the meaning?  
\_\_\_\_\_
3. How do you know that *pitcher* means “the player who throws the ball to a batter”?  
\_\_\_\_\_
4. Does *gobbled* mean “made a sound like a turkey” or “ate quickly”? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_
5. Does *miss* mean “to feel the absence of” or “a title for a girl”?  
\_\_\_\_\_



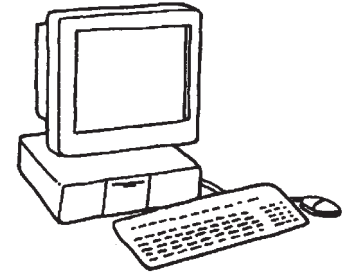
**Home Activity** Your child used context clues to understand homonyms. Say sentences with homonyms such as *squash* (to crush/a vegetable) or *mine* (belonging to me/to take coal or other minerals from the ground). Ask your child to use context clues to determine the meaning of each word.



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# Electronic Text

- A **search engine** can help you find online resources on a topic. To use a search engine, type in a **keyword** or phrase. In a few seconds, the search engine will pull up a list of Internet sites that contain the word or phrase.
- Sometimes the list contains hundreds or thousands of results. You can narrow your search by using the “Advanced Search” feature. This feature allows you to describe your topic more specifically.



**Directions** To complete this worksheet, you need a computer. Follow the instructions below and fill in the answers as you go.

1. Choose a topic for a class presentation. Write the topic here.

---

2. Type in the URL www.kidsclick.org and hit Enter/Return.

3. Click on the major category where you think you will find information on your topic. Write the name of the category here.

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4. Now you see a list of narrower topics. Click on a narrower category. Write its name here.

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5. Now you see a list of Web sites with descriptions of the information you can find there. Choose a Web site that may have information for your presentation. Explain why you chose this resource.

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6. Click on the link (the underlined word or phrase) to explore the Web site you chose. Discuss the experience of doing online research with a partner.



**Home Activity** Your child read about search engines and used a child-appropriate search engine to research a topic. Try another online search with your child. Work together to choose a topic, narrow it, and find appropriate Web sites with information on your topic.

# Suffixes

## Spelling Words

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treatment	movement	neighborhood	childish	parenthood
crunchy	bumpy	payment	sleepy	shipment

**Proofread an Order Form** Greg is selling snack bars for his team. Circle four spelling errors and one capitalization error. Write the words correctly.

Order Form		
Item	How Many?	Cost
rocky road bars	3	\$ 3.00
crunchie bars	2	\$ 2.00
		<b>Total:</b> \$ 5.00
<b>Deliver to:</b> 1413 Sleepy Hollow Road		
<b>Notes:</b> Deliver on saturday. Leave the box on the vary top step unless it is rainey. The paymant has been made.		

### Frequently Misspelled Words

different  
very

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

**Proofread Words** Circle the word that is spelled correctly.

6. The **shipmint** **shipment** should arrive soon.  
7. This ride is **bumpy** **bumpie**.  
8. Don't be **selfist** **selfish** with the markers.  
9. We are having a **nieighborhood** **neighborhood** picnic.  
10. He spent his **childhood** **childood** in Cleveland.



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# Conjunctions

**Directions** Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

## My Birthday Party

(1) I had a big birthday party this year, with lots of friends \_\_\_\_\_ family. (2) Aunt Laurie did not make it, \_\_\_\_\_ Uncle Hal did. (3) I got both books \_\_\_\_\_ games for presents. (4) My mother set up a net in the backyard. (5) People could either play volleyball \_\_\_\_\_ badminton. (6) Some people stayed late. (7) We played board games.

1 What conjunction can you use to complete sentence 1?

- but  
 and  
 or  
 to

2 What conjunction can you use to complete sentence 2?

- but  
 and  
 or  
 from

3 What conjunction can you use to complete sentence 3?

- but  
 to  
 and  
 or

4 What conjunction can you use to complete sentence 5?

- but  
 and  
 some  
 or

5 Which answer best combines sentences 6 and 7 using a conjunction?

- Some people stayed late, but we played board games.  
 Some people stayed late, and we played board games.  
 Some people stayed, late but we played board games.  
 Some people stayed, late and we played board games.



**Home Activity** Your child prepared for taking tests on conjunctions. Read a short newspaper article with your child and have him or her point out conjunctions.