

# Suffixes

**Generalization** When **-y**, **-ish**, **-hood**, or **-ment** is added to most base words, the base word stays the same: **rocky**, **foolish**, **childhood**, **treatment**.

**Word Sort** Sort the list words by the suffixes **-y**, **-ish**, **-hood**, and **-ment**.

**-y**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**-ish**

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**-hood**

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

**-ment**

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Spelling Words

1. rocky
2. foolish
3. rainy
4. childhood
5. selfish
6. treatment
7. movement
8. neighborhood
9. childish
10. parenthood
11. crunchy
12. bumpy
13. payment
14. sleepy
15. shipment



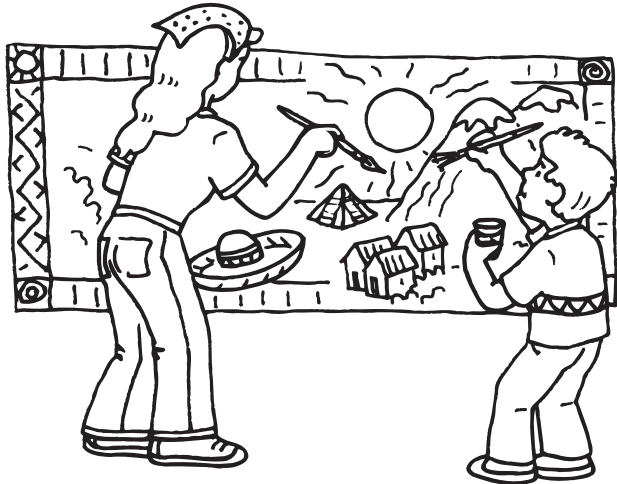
Name \_\_\_\_\_

# Family Times

## Summary

### **Me and Uncle Romie**

Romare Bearden was a famous painter and collage artist of the Harlem Renaissance. This realistic fiction selection explores what it would have been like if Romare Bearden had had a nephew who came to New York. The story is told from the point of view of the fictitious nephew.



### **Activity**

**Imagine If** Together, talk about different kinds of artwork and how the art reflects what the artist thinks and feels. What kind of artwork would best reflect your life and culture? Take an afternoon to shape things from clay, paint a picture, draw with colored pencils, or make music as a family.

## Comprehension Skill

### **Author's Purpose**

The **author's purpose** is the reason the author has for writing. There are many reasons for writing: to persuade, to inform, to entertain, or to express ideas and feelings. Read carefully to draw conclusions about the author's purpose.

### **Activity**

**Conduct an Interview** With a family member, take turns pretending to be the author of a favorite book. The other player should pretend to be a reporter who interviews the author to learn why he or she wrote the book.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Me and Uncle Romie*. Practice using these words.

### Vocabulary Words

**fierce** dangerous or wild

**cardboard** heavy, stiff paper used to make boxes and posters

**ruined** destroyed or spoiled

**feast** a large, rich meal on a special occasion

**treasure** anything that has great value or importance

**flights** sets of stairs from one story of a building to another

**stoops** porches or entryways to homes

**pitcher** a baseball player who throws the ball to the batter

## Conventions

### Conjunctions

A **conjunction** is a word that connects words or groups of words. To add information, you can use the conjunction *and*. To show a choice, you can use the conjunction *or*. To show a difference, you can use the conjunction *but*. You can use a conjunction to combine two sentences that make sense together.

### Activity

**Using Conjunctions** Have each student write a sentence using each of the conjunctions. Working in pairs, have one student read his or her sentence leaving out the conjunction. The other student should fill in the blank with the correct conjunction. After each pair has read their sentences and provided the conjunction, the pairs can switch partners with another group.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

# Author's Purpose

- The **author's purpose** is his or her reason for writing a story or article. Authors often write with more than one purpose. The purposes might be to entertain, to persuade, or to inform.

**Directions** Read the following passage. Then answer the questions below.

Swimming is a great sport. It is one of the best activities a person can do. There are lots of good reasons to learn to swim and to do it often.

In the first place, knowing how to swim might save your life. If you fall out of a boat, or if someone pushes you into a pool, you can swim to safety.

Swimming is also great for keeping fit, no matter how young or old you are. It

exercises and tones all of your muscles. It's good for your heart rate and helps build up strength. If you're overweight, swimming can help you lose extra fat. Being in the water is great therapy for the whole body.

Most of all, swimming is just plain fun. It feels great to be in the water on a hot day. You can race with your friends, set yourself a distance to swim, or just enjoy the cool blue water.

1. Do you think the author wrote to entertain, persuade, or inform?

\_\_\_\_\_

2. How can you tell?

\_\_\_\_\_  
\_\_\_\_\_

3. How would this passage be different if the author's purpose were to entertain?

\_\_\_\_\_  
\_\_\_\_\_

4. Do you think the author's purpose was achieved?

\_\_\_\_\_  
\_\_\_\_\_

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**Home Activity** Your child answered questions about author's purpose. Read an article in a newspaper. Have your child identify the author's purpose.

Name \_\_\_\_\_

## Draw Conclusions

- A **conclusion** is a decision you reach after thinking about facts and details you read.
- You can also use what you already know to help draw a **conclusion**.
- You should always ask yourself, “Does my **conclusion** make sense?”

**Directions** Read the following passage. Then answer the questions.

**W**e are moving back to the city soon, and I can't wait! I like the crowds and the noise in a city. I like walking to the library after school or getting on a bus to visit a museum. In the city, people sit and visit in front of their homes or in the park. You can walk from place to place instead of driving in your car.

We moved to our house in the suburbs a few years ago. It's a little too quiet here. I do like having a backyard and a place to ride my bike, but I miss the city streets. The trees and green lawns are nice, but they get a little bit boring for a city mouse like me.

1. What is a conclusion you can draw about how the author feels about moving to the city?

2. Write two details that support your conclusion.

3. Reread the second paragraph. Draw a conclusion about how the author feels about living in the suburbs.

4. Write two details that support your conclusion.



**Home Activity** Your child answered questions that helped him or her draw conclusions. Tell your child how you feel about living in various places and have him or her draw a conclusion about your opinion of each place.

Name \_\_\_\_\_

# Conjunctions

**Directions** Combine each pair of sentences using the conjunction shown. In combining the pairs, use the underlined repeated words and phrases only once. Make any necessary changes in words. Add a comma in compound sentences.

**Example** You can see art in a museum. You can see art in a gallery. (or)  
You can see art in a museum or gallery.

1. The Empire State Building is a famous skyscraper. The Chrysler Building is a famous skyscraper. (and)

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2. New York City has many parks. James likes Central Park best. (but)

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3. Visitors can go to a baseball game. Visitors can go to a basketball game. (or)

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**Directions** Write two short, related sentences about a city you have visited. Then combine the sentences using a conjunction. Remember to add a comma.

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**Home Activity** Your child learned how to use conjunctions in writing. Have your child write two short, related sentences about a recent special occasion in your family. Have your child combine the sentences using a conjunction.

Name \_\_\_\_\_

## Vowel Patterns *ei, eigh*

**Directions** Read each word. Write the vowel sound for the underlined letters.

- |                     |       |                    |       |
|---------------------|-------|--------------------|-------|
| 1. <u>ne</u> ighbor | _____ | 5. <u>ce</u> iling | _____ |
| 2. <u>rei</u> ndeer | _____ | 6. <u>slei</u> gh  | _____ |
| 3. <u>hei</u> ght   | _____ | 7. <u>recei</u> ve | _____ |
| 4. <u>w</u> eigh    | _____ | 8. <u>w</u> eird   | _____ |

**Directions** Choose a word from the box that completes each sentence. Write it on the line.

either   neighs   deceive   receipt   weight   reins   seize

9. The guard yelled, “\_\_\_\_\_ her!”
10. Save the \_\_\_\_\_ in case you want to return the shirt.
11. Amazingly, the horse \_\_\_\_\_ to count objects.
12. The veterinarian checked the dog’s \_\_\_\_\_ on the scale.
13. We will meet \_\_\_\_\_ Kara or her mother at the school.
14. The rider held tightly to the horse’s \_\_\_\_\_ .
15. The child tried to \_\_\_\_\_ her parents.



**Home Activity** Your child identified and wrote words with the vowel patterns *ei* and *eigh*. Tell your child about a family event. Have your child identify and spell words with the vowel patterns *ei* and *eigh*.

Name \_\_\_\_\_

# Suffixes

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

**Riddle** Write the missing list words. Then use the numbered letters to solve the riddle.

*Why do dragons sleep during the day?*

1. The creek is \_\_\_\_.

\_\_\_\_\_ 7 4

2. This cracker is \_\_\_\_.

\_\_\_\_\_ 5 6 \_\_\_\_\_

3. I received the \_\_\_\_.

\_\_\_\_\_ 10 8 \_\_\_\_\_ 1

4. He lives in my \_\_\_\_.

\_\_\_\_\_ 3 9 \_\_\_\_\_ 2 \_\_\_\_\_

1	2	3	4

2	5	6	1

7	6	8	9	2	1	10

**Vowel Hunt** The vowels are missing. Try to guess the word without looking at the list words. Write the word.

- |                        |           |
|------------------------|-----------|
| 5. p _ r _ n t h _ _ d | 5. _____  |
| 6. r _ _ n y           | 6. _____  |
| 7. t r _ _ t m _ n t   | 7. _____  |
| 8. f _ _ l _ s h       | 8. _____  |
| 9. m _ v _ m _ n t     | 9. _____  |
| 10. c h _ l d h _ _ d  | 10. _____ |



**Home Activity** Your child has been learning to spell words with the suffixes *-y*, *-ish*, *-hood*, and *-ment*. Say a base word, and ask your child to spell the list word.



Name \_\_\_\_\_

# Author's Purpose

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

**Directions** Read the following passage. Then answer the questions below.

**I**s there really such a thing as pepper jelly? There sure is! And the main ingredient is, of course, peppers. Green peppers, red peppers, and jalapeño peppers are mixed with vinegar, sugar, and cayenne pepper. Cayenne pepper is red and a little spicy. You also add pectin to your pepper

jelly mixture. After this is cooked the jelly will gel. Add a little green food coloring to make it really green. When the jelly is set, it's ready to eat. Spread cream cheese on a cracker and top it with the jelly. Your taste buds will thank you!

1. What might be the primary purpose for writing this piece?

2. What might be the secondary purpose for writing this piece?

3. Do you think the author likes pepper jelly or not? What makes you think that?

4. How would this passage be different if the author's purpose changed?



**Home Activity** Your child learned about the reasons an author has for writing. Look through the newspaper with your child for articles that are written to entertain, inform, persuade, or express an opinion. Cut them out and label them. Discuss with your child why the authors of the articles might have written them the way they did.

Name \_\_\_\_\_

# Conjunctions

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

1. Should we go to the museum (but, or) to the art gallery?
2. That artist's works are not in the museum, (but, or) they are in a gallery.
3. We saw paintings (but, and) collages at the art gallery.
4. The paintings were big (but, and) colorful.
5. Sean's favorites were the paintings, (or, but) mine were the collages.

**Directions** Use *and*, *but*, or *or* to combine each pair of short sentences. Remember to use a comma. Write the new sentences.

6. Many artists make collages. This has become a popular art form with students.

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7. I have never made a collage. It's never too late to try one.

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8. I have some bright yarns. They will look good in my picture.

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9. You must use glue carefully. Your collage will be messy.

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**Home Activity** Your child reviewed conjunctions. While outdoors, have your child make up short sentences about something he or she observes. Then have your child combine the sentences using a conjunction.